PLAY DAYS
FOR GIRLS AND WOMEN

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MARGARET M. DUNCAN

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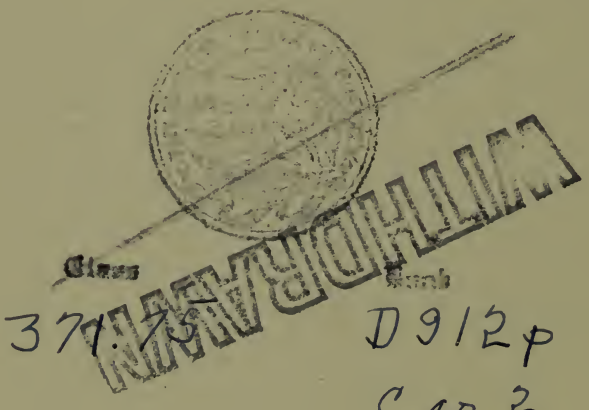

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PLAY DAYS
FOR GIRLS AND WOMEN

BY

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To

THE HIGH SCHOOL GIRLS

WHOSE PLAY DAYS
HAVE BEEN OUR INSPIRATION

THEIR BOOK

FOREWORD

The development of play days is probably an outgrowth of a meeting in 1923 under the auspices of the National Amateur Athletic Federation when a group of representative leaders vitally interested in girls' and women's athletics met together and drew up a sound platform for a program in athletics based upon the needs, interests, and ability of girls and women. The N. A. A. F. resolutions were the result of the meeting. For the first time athletics for girls were on a basis of their own. The trend of educational leadership, as a result, has swung farther and farther toward a program of "play for play's sake," which includes not only the girl who, through training, interest and physical ability, has made possible a specialized sport competition, but the great group of girls who have never before had the opportunity of playing.

The play day type of athletic competition is an outgrowth of a search for a play contact for girls which is socially sound as well as physically wholesome. There is a higher aim than victorious teams, yet a play day retains the fun and pride of victory added to the joyousness of social play.

The definition of a play day is a very simple one:—

> "A play day is a day when girls from several schools meet and play *with* rather than *against* each other."

Several western colleges found that play days were much more satisfactory and enjoyable than intercollegiate competition. The triangular play day between Mills, Stanford, and the University of California was the outcome of their decision, and has entirely taken the place of varsity competition. As a result, colleges all over the United States are duplicating their program as a sounder and finer method of athletics for women.

The play day idea offered such a wonderful opportunity of sports and good times for high school girls that in March, 1926, the Women's Athletic Association and the Department of Physical Education for Women at the University of Washington sponsored the first annual "Sports Day" for high school girls within a radius

of one hundred miles. Thirty-six high schools sent a total of about three hundred and sixty girls. The high schools were limited to twelve representatives. In 1927 two play days were held—one for the high school girls of Seattle in January, and the second annual Sports Day in March, when over four hundred girls played away a Saturday morning, had luncheon together, and were entertained by university women in the afternoon. The second Seattle Play Day and the Third Annual Sports Day were held in February of 1928. The success of each event seems to grow in proportion with the attendance. The play day idea has spread to more than fifty high schools in Washington during the last three years as a part of the physical education program for girls.

The development of the play day in high schools has created a demand for material on activities, organization, and program development. The following material has been compiled from play day reports and programs from college, high school, industrial and community play days, questionnaire reports from high schools having held play days of their own, and research in play activity programs. The material has been compiled primarily for the use of instructors in charge of girls' athletics who are giving their efforts to develop a sound sports program for high school girls as an addition to the educational work in which they have specialized. The material may offer them a working basis for the organization of a play day program. To a person who has specialized in physical education, the subject matter will undoubtedly be very familiar, but to the untrained person with a realization of the interests and problems of the average high school girl this book may offer some slight assistance in the organization of a play program.

The book offers a general survey of a play day, its organization and program, its application to a physical education program, specific reference material concerning participation, division of participants, organization of groups for folk dances, games, relays, stunts, field events, individual events, posture parades, a short treatment of entertainment, representative activities, and references and information regarding equipment.

The authors are gratefully indebted, in the compilation of the contents of the text, to Mary E. Gross, Director of Physical Education at the University of Washington, for her guidance, criticism, assistance, and inspiration; to Ruth Whitfield and Nora Self, chairmen of Clark and Skamania County Play Days; to Theresa M.

Crowley, Mills College; to N. P. Neilson and Winifred Van Hagen, Bureau of Education, Division of Physical Education, California; to Marian Knighton, New York University; to Beth Bowen, Mills College; to the various supervisors of physical education in high schools; to chairmen of high school and university play days; to directors of industrial play days of Chicago, Austin (Texas), and Seattle; for their contributions of the particularly successful elements in the play days sponsored by them, in addition to suggestions, reports, and pictures; to Alice Pack for her coöperation in the preparation of the manuscript.

MARGARET M. DUNCAN,
VELDA P. CUNDIFF.

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INTRODUCTION

The urge to activity represents, to a large extent, the basis and type of content of the modern physical education program. The desire to measure one's ability in these activities, together with the desire for social cohesion, which we call team play, is the basis of all competitive activity. These desires and impulses have led to many forms of competition in games and sports. The character of such competition in the girls' program is represented by the spirit of play for play's sake.

The end of all programs is education, and the contribution made by physical activity is best appreciated against the sociological background of modern life. Natural play spaces have decreased in direct proportion to the growth of the modern city. Natural competitive play which once took place on the village green has long since disappeared. The medieval pageant and festival, staged at the door of the church, was the forerunner of the modern community festival. Even New England, with all its early puritanical restrictions, boasted a village green where children and adults could exercise their inalienable rights to play. The sociological aspects of play are even more significant when we realize that modern society tends to be organized horizontally along age levels rather than vertically down through the family. This leads to a necessity in supplying adult leadership for offering better cohesion and inter-play of groups along the same age levels.

Competition in girls' athletic programs has tended toward the emphasis of those phases, both in games and organization, which would insure to every individual her right to wholesome participation under wise, intelligent, and trained leadership. A diminishing emphasis on championship games, star performers and over-training of the few has been accompanied by a development of programs in which every individual has a right to participate. In short, for the intensive training of the few has been substituted the extensive training of the many.

This right to participate, the desire to meet others in similar groups, the inherent social urge of the human organism and the age-old drive to play activities have led to the development of the

play day. It is the essence of the Spirit of Sport, the joy of sharing with, rather than striving against. It is playing with rather than competing against; it is the spirit of competition from which the most desirable qualities and attitudes, which Kilpatrick calls "concomitant learnings," are most apt to develop. The individual lives most completely and fully in his play hours. Herein lies the opportunity for the leader to establish those relationships which are rich in opportunity for the development of desirable attitudes and appreciations. The fighting spirit becomes not a weapon but an instrument, the careful and directed use of which leads to a fuller and more harmonious development of body and spirit.

The rapidity with which the play day idea has spread from coast to coast and from elementary school to university is some indication of the degree to which it satisfies a definite need in the organization of physical education and play programs. The authors have organized the material for both the trained and the untrained leader in a way which will prove exceedingly valuable to both.

As Stevenson wrote:—

> Happy hearts and happy faces
> Happy play in grassy places
> That was how in ancient ages
> Children grew to kings and sages.

So the modern philosopher will some day epitomize in verse the contribution of wholesome play to the development of a rich and splendid personality.

Mary E. Gross.

CHAPTER I

PLAY DAYS

"Play Day" is becoming a magic word to hundreds of high school girls, who are, for the first time, beginning to learn the joy of playing through the opportunity the play day offers to every girl. Play days have grown from the need of the great group of girls for play. Inter-school competition has held sway for many years over high school sports for girls, with the result that only a small percentage of girls have had the opportunity of learning to play for the fun of the game. Competitive athletics demand specialized players—skill comes only from hours of practice and training—and the natural consequence is a small group of girls highly trained to represent a school team, and a large group of girls who lack the knowledge of what is meant by "play."

The play day offers the solution to the problem of the physical education instructor, the advisor or the coach of high school girls' athletics. Here is a method of giving every girl an opportunity to play with girls from other schools without unnecessary strain or the intensive training of a selected group. The experience of discovering the ability to play with a strange group, and the exhilaration of giving one's best for some mythical squad or color team, is a wonderful way of developing team work. Where could a better test of real sportsmanship be found?

The foundation principle for the play day idea may be found in the platform of the National Amateur Athletic Federation and in the resolutions drawn up by the Conference on Athletics and Physical Recreation for Girls and Women on April 6th and 7th, 1923, at Washington, D. C. The conference was called by Mrs. Herbert Hoover at the suggestion of the N. A. A. F. and was represented by physical education directors, physicians, and women vitally interested in girls' and women's problems in athletics and physical recreation.

PLATFORM WOMEN'S DIVISION, NATIONAL AMATEUR ATHLETIC FEDERATION

ADOPTED AT THE FIRST ANNUAL MEETING, CHICAGO, ILLINOIS, APRIL 22, 1924

The Women's Division of the National Amateur Athletic Federation of America believes in the spirit of play for its own sake, and works for the promotion of physical activity for the largest possible proportion of persons in any given group, in forms suitable to individual needs and capacities, under leadership and environmental conditions that foster health, physical efficiency, and the development of good citizenship.

To accomplish this ideal for women and girls, it aims—

1. To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess.
2. To protect athletics from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any institution or organization.
3. To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis placed on individual accomplishment and the winning of championships.
4. To eliminate types and systems of competition which put the emphasis upon individual accomplishment and winning rather than upon stressing the enjoyment of the sport and the development of sportsmanship among the many.
5. To put well-trained and properly qualified women in immediate charge of athletic and other physical education activities.
6. To work toward placing the administration as well as the immediate leadership of all physical education activities for girls and women in the hands of well-trained and properly qualified women.
7. To secure adequate medical examination and medical follow-up advice as a basis for participation in physical activities.
8. To eliminate gate receipts.
9. To discourage athletic competition which involves travel.

There are several types of play days which have been found successful. Their scope ranges from the college athletic group to the playground of any community. Among them as examples are:

1. The college play day between colleges located within a radius providing ease of transportation. The triangular play day of Mills College, Leland Stanford University, and the University of California at Berkeley is an example of this type of play day which is becoming more and more an example of intercollegiate social play.
2. The play day sponsored by a university athletic group or physical education department for high school girls. The annual "Play Day" for Seattle High School girls, and the "Sports Day" for high school girls within a radius of one hundred miles of Seattle, sponsored by the Department of Physical Education and the Women's Athletic Association at the University of Washington, are events of this type. The high school girls play on color teams under the direction of members of the athletic association.
3. The play day at which several high schools participate, playing on a rotary basis at a different high school each play day. The directors of physical education, girls' advisors or coaches, high school athletic associations or girls' clubs, Parent-Teacher Associations, and community groups develop the program and sponsor the affair. This type of play day may include schools from a certain location, an entire county or two counties. Play days of this type have been notably successful at Monterey, San Jose, and San Bernardino in California between members of the girls' Athletic Leagues.
4. The play day sponsored by high school girls and their leaders for eighth grade girls. A play day of this kind was held in 1927 by the Franklin and Cleveland high schools of Seattle for the eighth grade girls of contingent schools. A faculty sponsor, a student sponsor elected by the girls, and the director of physical education were in charge of the play day. The event was worked out by students as a school project and was reported as highly successful.
5. Other types of play days vary from the grade school community day to the playground or industrial agency recreation program. The fundamental principle of any play day,

whether it is developed for college women or high school girls, is playing *with* rather than *against* the girls from other schools. The definition of a play day, in short, is " 'play for play's sake' by playing *with* other girls."

The material presented here is primarily concerned with the third type of play day and has been largely drawn from high schools which have participated in successful play days.

A short time ago a questionnaire was sent out to high schools in Washington and California which had participated in a play day. The interest and keen appreciation of girls' leaders for the advantages of the play day type of competition and social play are characterized by the statement of the chairman of a very successful play day: "We have found that play days meet a real need of our girls. They require much work and careful planning, but our experience has found them very worth while."

A successful play day demands careful planning, thorough organization, a well formulated program, and the interest and realization of the worth of the project on the part of every one involved in the plans. The entire community may be interested and have a share in the organization; surely every girl in the high school should have the opportunity to discover some way of becoming a part of the plans.

The importance of the preliminary organization cannot be too greatly stressed. It should include conferences of the instructors in charge of girls' athletics from every high school to be represented. These meetings are often made possible by county institutes which offer an opportunity for the discussion of the preliminary plans, the appointment of a chairman, and the selection of the hostess school. It is also possible at such a time to secure the interest and support of the principals and the county superintendent.

Participation is an extremely important item in the preliminary organization. The program should offer a varied group of activities within the physical possibility of every girl, therefore, the method of determining requirements to be met should be based upon the program of events. Any limitation on the number of girls attending from each school should be upon the basis of available space and the interest of the girls themselves and *not* upon the physical requirements *imposed* by the program. All activities should be those in which the average girl can compete. The im-

portance of a medical or physical examination for every high school girl cannot be overestimated as a vital part of the physical education program. The problem of physical ability should be definitely included as an important part of the program. Strenuous games requiring previous training, highly organized play, and more than average athletic ability are not fundamentally sound in a play day program. If they are included in the physical education program of *all* schools participating, and are preceded by a strict physical examination, such games may be included as a part of the program of activities. They should be combined with events which are within the scope of any girl.

The adaptability of the activities of the physical education program to a play day program is one of the soundest parts of the play day method of competition. Group games, team games, seasonal sports, relays, stunts, folk dancing, swimming, group field events, athletic tests, challenge games, and posture tests, such as every program in physical education offers, should be the mainstay of a play day. Clog dancing, natural dancing, tumbling, and any individual stunts may become a part of the entertainment offered.

CHAPTER II

THE PROGRAM

The development of the program may be considered under three divisions.

I. General Plan
II. Details of Organization
III. Specific Activity Program

GENERAL PLAN

The general plan of a play day is concerned primarily with preliminary organization plans:

Suggested plans:

I. Preliminary meeting
  A. Discussion of play day
    1. Purpose
    2. Realization of problems involved
  B. Definite plans for time and place
  C. Selection of chairman
  D. Division of responsibility
  E. Method of selecting participants
    1. Determination of health standards
    2. Part of physical education program
    3. Unlimited
    4. Limited—how selected
      a. Interest
      b. Elected by athletic group
      c. Selected by coach
  F. Type of publicity
    1. School publicity
    2. Community publicity
    3. P. T. A. support and interest
    4. Faculty support and interest
  G. General program
    1. Time—place—day

2. Provision for checking coats, clothing, etc.
   a. Suggested playing costume
3. Provision for dividing groups
   a. Arm bands—color squads
   b. Colored ribbon badges
   c. Lot or number drawing
   d. Division by coaches according to specific squads
4. Plan of program activities
   a. Activities
   b. Equipment
   c. Officials, etc.
5. Social activities and entertainment
   a. Hostess school
   b. Each school responsible for part of entertainment

H. Specific program
   1. Activities
   2. Time allowance

DETAILS OF ORGANIZATION

The details of organizing a play day develop from the preliminary plans drawn up as a result of the first meeting of a group interested in holding a play day. The chairman of the play day should prepare information, concerning the organization of the event, and present it to the advisors of the schools planning to participate. A mimeographed copy of the plans may include entry blanks to be returned to the hostess school, and a questionnaire for the instructor in charge. The material sent out to each school should give definite information on committee division, procedure to be used in organizing groups, and a general summary of the entire program.

Suggested Material for Letter

I. Personnel of committee
   A. General chairman
      1. School
      2. Address
   B. Committee heads

II. Committee division
   (State whether hostess school problem, individual school problem, or committee problem.)

A. Transportation
B. Registration
C. Checking
D. Arm bands—banners—badges
E. Awards
F. Activities
G. Officials
H. Entertainment
I. Programs

III. Program
A. Time—place—date
B. Tentative program
1. State approximate time limit for each event
2. References
a. High School program. Page 65
b. "Sports Day" programs. Page 75
c. Organization. Supplementary material. Page 75
C. Posture Standards for judging

IV. Special Events
A. Treasure Hunt
B. Luncheon or picnic
C. Stunt Contests

V. Registration
A. Entry blanks
B. Method of registering at hostess school

VI. Division of groups
A. Arm band division
B. Badge division (colored ribbon)
C. Lot division
1. Player draws name of team

VII. Suggested costumes

VIII. Suggest methods for arousing interest
A. Play Day given in honor of mothers
B. Play Day given in honor of P. T. A.
C. Play Day sponsored by community or educational group

IX. Indicate method of expense division
   A. State amount of fees
   B. Request return of fee with questionnaire

X. Questionnaire (to be returned to chairman)
   A. Questions
      1. Give approximate number of girls coming to the play day
      2. Suggest judges and referees who will be available
         1. .....
         2. .....
         3. .....
         4. .....
      3. Indicate first, second, and third choice of events of which you would like to take charge
         1. .....
         2. .....
         3. .....
      4. Indicate any suggestions you may have in regard to the program
         .....
         .....
      5. State High School colors
         .....

Type of Entry Blank Used for Limited Registration

UNIVERSITY OF WASHINGTON HIGH SCHOOL SPORTS DAY

Name of School .....
City .....
School colors .....
Captains .....
Girls Attending
1. .....
2. .....
3. .....
4. .....
etc.
Give maximum number within limit set for entry.
Signed
Teacher in charge .....

Division of Groups

The method by which the school groups are divided into playing units should be determined with the purpose of girls playing *with,* rather than *against* each other as the deciding factor. Every effort should be made to create and encourage a desire to play on teams or squads made up of girls from several high schools. Squad competition should be particularly stressed. Several methods for dividing groups are particularly usable.

1. Colored arm bands or ribbon badges may be used as a method of division. The color indicates the squad to which the girl belongs.
2. Similarly, numbers may indicate squads.
3. Team names may be chosen for squads as a result of a contest. Each girl would be assigned to a specific team as she registered, during checking, or as she entered the gymnasium.

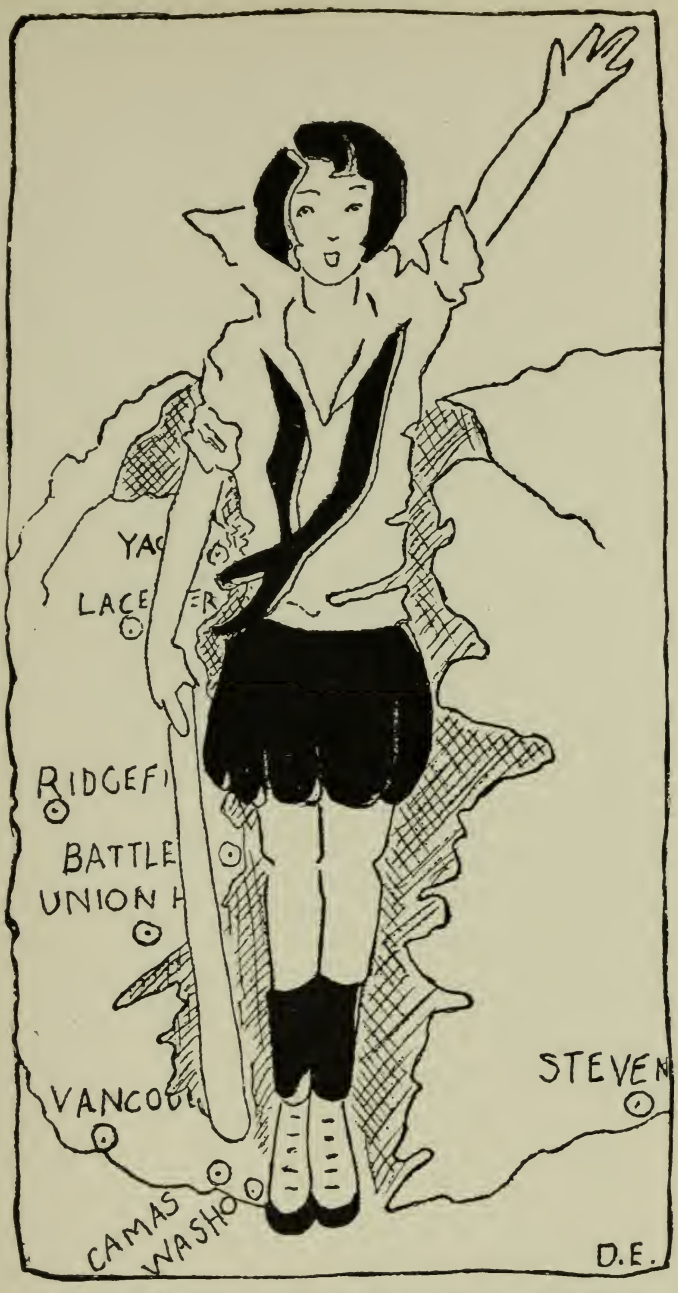
Colored banners to match the arm bands, or placards with squad names should be placed conspicuously at the meeting places for each separate squad.

The selection of squad names by vote or contest to determine the best or most clever names presented offers an opportunity to arouse a great deal of interest in squad play.

A printed program for distribution among participants, officials, and guests, is a most satisfactory bulletin of information concerning the order of events, location, officials, and methods of scoring and judging. A program offers an opportunity to create interest and enthusiasm for the Play Day through competitive selection of cover designs or appropriate introductory verse.

An outline of the following steps in the organization should be definitely worked out by the instructor in charge as a basis for the activity program.

I. School publicity
   - A. Assemblies
   - B. Posters
   - C. Contests
     1. Squad names
     2. Program cover designs
     3. Verse contest



PRIZE WINNING PROGRAM COVER AND VERSE
SECOND GIRLS' PLAY DAY
CLARK AND SKAMANIA COUNTIES, WASHINGTON

With joyous song
Our day begins,
And laughter loud and clear;
In Springtime fleet,
On May Day sweet,
Our Play Day now is here.

GERTRUDE STOLLER-CAMAS

II. Community publicity
   A. Announcements at community gatherings
   B. Talks on Play Day at club meetings
   C. Solicit assistance from organizations

III. Letters of invitation
   A. Typewritten
   B. Appropriate for posting as announcements

IV. Registration blanks if needed
   A. Statement of registration method

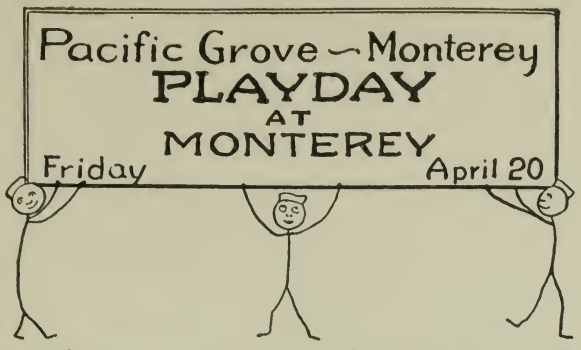
V. Checking accommodations
   A. Accessible class room
   B. Checking tags or indicated school sections
   C. Number desks for checking racks
   D. Provide checkers for entire time
   E. Checked articles available to checkers only

VI. Registration accommodations
   A. Register at checking counter
   B. Name and school

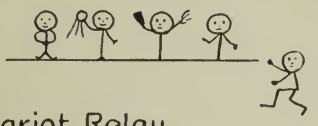
VII. Division of groups
   A. Use one entrance
   B. Girls given squad appointment at entrance
   C. Provide door keeper or gate keeper for first hour

VIII. Care of groups
   A. Bleachers used if available
      1. Facilitate squad organization
   B. Banners indicate squad headquarters

IX. Officials
   A. Select officials for each event
   B. Assign to duties and position
   C. Provide with information
      1. Location of event
      2. Time of event
      3. Playing time
   D. Provide with equipment
      1. Score sheets—pencils—etc.
      2. Stop watches
      3. Whistles
      4. Playing equipment



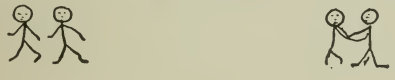
I Color Group Organization



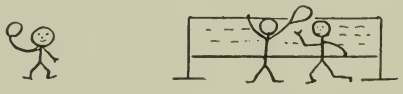
II Chariot Relay

III First Round

IV Run Circle Relay

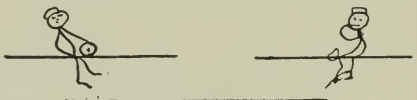


V Second Round



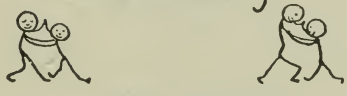
VI Posture Parade-Color Groups

VII Picnic Supper



VIII

IX Dancing



PROGRAMS
by
MARY NUTTER

NAMES of GAMES

SOCCER BASE BALL
BASKET BALL
VOLLEY BALL
BASE BALL
TENNIS

ILLUSTRATED PROGRAM

X. Instructors in charge of events
- A. Definitely assign to specific event
- B. Suggest teaching event to group before play day
- C. Describe available space
  1. If instructor is not a member of hostess school
- D. Provide program of events
  1. Time—place—etc.

XI. Playing space
- A. Indoors
  1. Indicate temporary lines with chalk
  2. Number playing spaces
  3. Designate activity assigned each space
- B. Outdoors
  1. Mark courts, lanes, playing spaces with lines
  2. Stress cleanliness of grounds
  3. Provide all equipment necessary
     (Note: Refer to game equipment.)

XII. Equipment
- A. Appoint chairman from hostess school
  1. Secure listed equipment
  2. Provide committee responsible for care of equipment
- B. Provide chairman with list of required equipment
  1. Complete list early

XIII. Safety First
- A. Provide first aid equipment

XIV. Entertainment
- A. Appoint committee in charge
  1. Decide type of entertainment program
  2. Choose type of refreshments—luncheon, banquet, etc.
- B. Provide schools with information
  1. Concerning stunt competition
  2. Basis for judging stunts
  3. Cost per person for lunch or banquet
  4. Provision for basket or picnic lunch
- C. Secure judges for stunt contest

XV. Awards
- A. Appoint committee in charge
  1. Decide events receiving awards
  2. Choose awards for events
- B. Secure new awards
- C. Provide for return of any annual awards

XVI. Selection of activities
- A. Space available
- B. Equipment available
- C. Size of group
- D. Adaptation to physical education program
- E. Adaptation to play day idea
- F. Range of interest represented
- G. Amount of skill required
- H. Time required

XVII. Direction of groups on floor
- A. Determine best method of procedure
  1. Organize small group before day
  2. Run off events requiring rotation of whole group
  3. Approximate time limit
- B. Select best use of floor space
  1. Organize several activities at one time
  2. Have groups rotate at signal
  3. Approximate satisfactory time limit for play
- C. Instruct all officials
  1. Method of group direction
  2. Method of squad play rotation
  3. Time of all events

The next step in the program is the selection and arrangement of specific activities in the program of events as based upon the selection determined in the preliminary organization. The fundamental importance of the organization of details is obvious. The mechanical details of a program involving from one to five hundred high school girls must be perfectly arranged in order that their share of the day may be a success. The way must be clear and every element of the environment ready for their reception, in order that they may be given the most nearly normal play atmosphere possible.

SPECIFIC ACTIVITY PROGRAM

The value of each type of activity should be clearly determined before it is placed in the program of a play day. It should be sound from a social point of view. Every activity should encourage an attitude of keen interest in playing, minimize any possible feeling of strangeness in the group, and hold possibilities of exhilarating activity. Action is imperative, particularly until the group "warms up" to its members. Following is a list of various types of activities and their application to play day requirements:

I. *Folk Dances*

The fundamental folk content of a folk dance, with its underlying hardy joyousness, offers a sound social contact as the opening event of any play day.

The rhythmic action, simplicity of directions, and the accompanying movement of the entire group creates the desired "get-together" spirit. It is the keynote of the day, the individual loses herself in the spirit of the group and immediately discovers a new and unimagined element in her sports world. The folk dance is particularly adaptable to play days in that it may be taught to any size group, indoors or out. Records are available for many folk dances. The music is very simple and may be played easily. The importance of rhythm must be stressed for the inexperienced pianist.

II. *Simple Team Games*

Elementary team games offer a competitive element, are particularly suited to squad play, and are easily taught. A group of from ten to thirty players may play in the average team game in a very small space with fast action, and an intense interest. They are quickly organized and easily refereed. Play is under control at all times.

III. *Group Games*

Group games are very similar to elementary team games. They generally require less space and offer action to a greater number at once.

IV. *Relays*

Relays have been found particularly successful in play day programs. They balance individual skill with coöperation and team work. The action is fast and interest runs high. Relays may be a source of great sport when run in obstacle form. The element of "stunt" in most relays appeals immensely to high school girls. Relays are particularly adaptable in that they are very generally offered as a part of a physical education program, and as such, are apt to be generally known.

COLOR TEAM RELAYS

V. *Challenge Contests*

The adaptability of challenge contests to a play day is within the scope of the person in charge of the play day. This part of the program may well be assigned to a special committee. Challenge contests are primarily made up of games requiring little exertion. They may offer an opportunity for a play day contact to the girl who is unable to enter the more strenuous activities.

Again they may merely serve to fill in the gap between a special game and the next event of a play-off, for the members of a squad which are not in action. The success of the challenge games lies within the sphere of the person in charge.

THE STOMACH BALANCE

VI. *Stunts*

Stunts hold a particular place in entertainment. However, a list of group and partner stunts is included, which may be presented as competitive stunts for squads, or may be an event in which squads participate on a fun

or achievement basis, just to test out their own powers. Stunts of this sort need no preliminary practice. Stunts of the entertainment type require a great deal of time, effort, and technical training.

A SIMPLE PYRAMID

VII. *Field Events*

Field events which stress group participation are particularly usable in play days held out of doors. Relays which incorporate very simple field events are particularly good. Every effort should be made to stress squad competition rather than individual records.

VIII. *Swimming*

Swimming as an activity in a physical education program is becoming an increasingly important factor. Swimming events are very adaptable to play day tournament activities. They should be carefully chosen, well

PLAY DAY SWIMMING TOURNAMENT SCORE CHART.
OFFICIAL RECORDS.

CLASS	EVENTS	PLACES			TEAMS	SCORES
		1	2	3		
Beginners						
	Legs					
	Free Style					
	Sit. Dive					
	Objects					
Intermediates						
	Back Stroke					
	Dive					
	Relay					
	Free Style					
Advanced						
	Crawl					
	Diving					
	Relay					
	Stunt					
	Cock Fight					

Remarks	Diving Records	Winners (Score)			Official
	1 2 3	1	2	3	

organized, and intelligently supervised. Participation should be dependent upon medical examination and preliminary practice. Stunts, relays, demonstrations, and water pageants offer a variety of material for both entertainment and tournament use. The swimming events should be organized by a well-trained instructor. The girls participating should be selected before play day, and assigned to color teams according to ability. Events should be arranged for beginning, intermediate, and advanced swimmers.

COCK FIGHT

TRIANGULAR PLAY DAY
MILLS—STANFORD—CALIFORNIA

IX. *Posture Parades*

The development of posture training in high schools is imperative. The play day offers an excellent opportunity to stress posture in that an individual's posture becomes a unit affecting the representation of the high school in something for which the girl herself is responsible. The posture parade as a part of a play day becomes more than a mere effort to stand correctly. It becomes pageantry and carries a challenge and an honor

with it that every high school girl answers. A posture parade may be very colorful and dramatic—a thing which appeals greatly to the average high school group. Previous instruction in posture work is very important. The standards for judging should be determined and maintained at a very high level.

A SWIMMING STUNT—THE SPOON DIVE

Triangular Play Day

X. *Entertainment*

Types:

A. Stunt program

B. Social entertainment

A. The success of the stunt program as a part of the entertainment indicates it should become a part of more play days. The stunt program used in most play days is on a competitive basis, each school presenting a stunt, to be judged upon definite points.

1. Competitive Stunts
   a. Skits
   b. Parts of plays
   c. Plays written for the occasion

d. Drills
e. Clogging
f. Athletic
g. Dancing
   1. Natural
   2. Folk dances
h. Tumbling

ENTERTAINMENT OR COMPETITIVE STUNTS

SIMPLE PYRAMID WITH HEAD STAND

2. Judging Stunts and Skits
   a. Originality
   b. Appropriateness
   c. Promptness
   d. Technique
   e. Time—ten-minute limit
3. Values of the stunt program
   a. Develops clean competition

b. Affords wholesome social contacts
c. Gives real pleasure
d. Results in wider range of events
e. Includes an interest for the non-athletic girl

B. Last of all, to be mentioned, but probably the most important event to girls who have been playing hard is the social entertainment.

1 Types of entertainment
a. Luncheon
1. Served by school cafeteria at reasonable cost
2. Served by hostess group
3. Provided and served by the mothers
4. Provided by Girls' Athletic Association
b. Picnic lunch
1. Individual brings lunch
a. Hostess school provides something to drink
2. Served by hostess school
3. Served outside when possible
c. Banquet
1. Served by hostess school
2. Provided and served by P. T. A.
3. Provided and served by the mothers

2. Arrangements, by hostess school
a. Decide on type of entertainment
b. Set time of lunch
c. Determine number to be served
d. Make out the menu
e. Determine cost per person
f. Decide method of paying
g. Arrangement of tables
h. Method of seating (eliminates confusion)
i. Table decorations
j. Possibly provide a short program of music

XI. *Awards*

The spirit of play day is "play for play's sake" and not for definite material awards. The nature of the play day program eliminates the need and desire to give awards. The satisfaction gained from playing seems

PLACE CARD PROGRAM AT
MAY DAY LUNCHEON

"LIFE"

I am that within you which knows no failure.
I am the freedom of health.
I am the builder of true prosperity.
I am success.
I radiate throughout the Universe.
I am peace, joy, the happy spirit.
You see me in the smiles and hear me in the laughter of children.
You see me in the fields, among the flowers, in the trees,
and over the streams.
Like sunshine, air, blue skies—I belong to every one.
I am "LIFE."

to be sufficient reward, making the need of any material award negative. Awards if given should be a by-product of the event.

A discussion pertaining to awards for events might prove helpful to the new director. Material awards should have no intrinsic value. The individual award should be inexpensive and small—in the form of a badge possibly. The school award can be of a more expensive nature, a banner or a more permanent trophy. In many of the contests suggested there need be no award other than the honor of the selection—as in the poster, verse, song, stunt, and the program cover design.

The events in which competition would be desirable and possible are many and varied. The questionnaire sent to the high schools of Washington and California brought forth some new and interesting suggestions. The following contests and awards were obtained from the questionnaire returns:

I. Posture parade
   A. Group award
      1. Appropriate banner
      2. Statuette
      3. Plaque
      4. Trophy cup
   B. Individual award
      1. Badge with appropriate lettering
      2. Button of suggestive design
      3. Ribbon denoting first place, etc.

II. The stunt program
   A. Group award
      1. Statuette of appropriate design
      2. Banner
      3. Plaque
      4. Trophy cup

III. The program cover design
   A. Individual award
      1. Use of design on cover of program

IV. The verse for first page of program
   A. Individual award
      1. Use of verse in program

V. The song contest
   A. Individual award
      1. Acceptance as official play day song

VI. The poster contest
   A. Individual award
      1. Selection of poster to advertise and arouse interest in play day

A COLOR SQUAD CHEER STUNT

TRIANGULAR PLAY DAY, MILLS-STANFORD-CALIFORNIA

XII. *The Program*

The arrangement of the activities selected is, of course, optional with the person in charge of the event, or her committee. Collected material on programs, an evaluation of the results obtained by various activities, and the psychological effect of the arrangement of special events, have all gone into the planning of the program arrangement of an annual play day sponsored by a university athletic group for high school girls. The

general outline, as submitted by a chairman of the annual event, is as follows:

I. Folk Dancing
II. Group Games
III. Relays
IV. Posture Parade

These events are interspersed with very short entertainments offered by university women. The spirit of the day is set by the great opening folk dance and is carried out to the last by the pageantry of the posture parade. The luncheon offers an opportunity for social contacts, speeches, stunts, and school songs. Songs particularly are encouraged.

The programs illustrated have been selected from high school play days and an annual play day sponsored by university women for high school girls.

Officials for a Play Day

Officials may be selected from the members of the high school staff, the community, near-by colleges, universities, and normal schools.

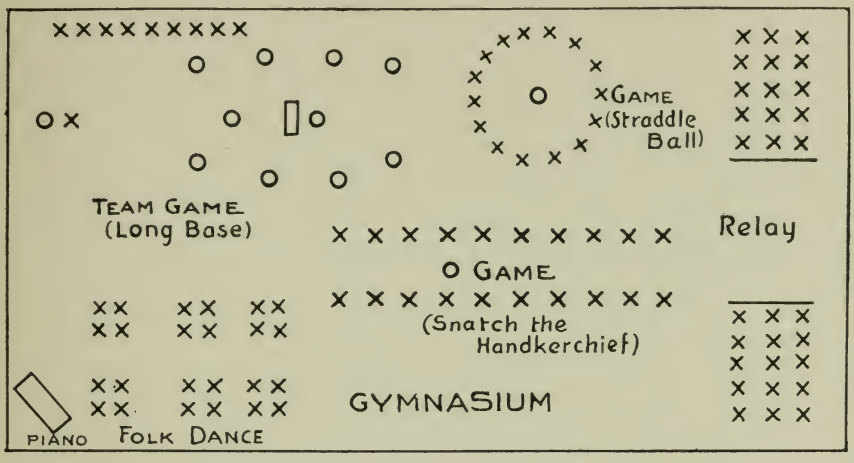
A list of officials should include:

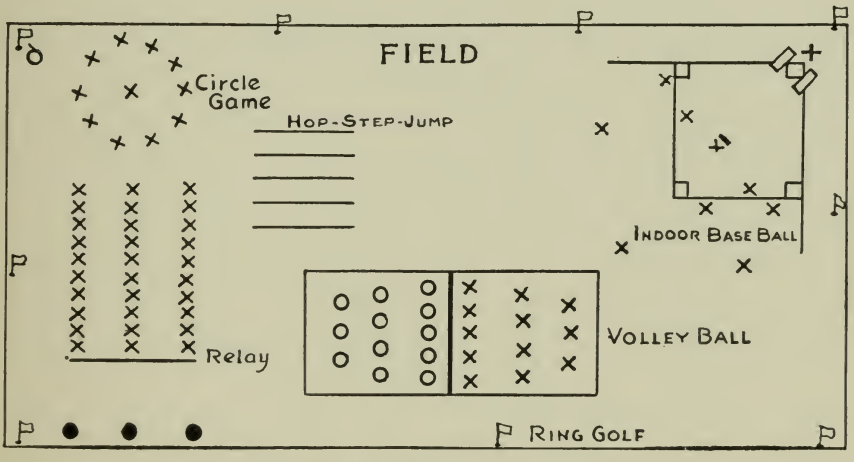
I. Leader of games, folk dances, etc.
II. Officials
    1. Referees for games and relays
    2. Umpires for games and relays
    3. Scorekeepers for contests and game tournaments
    4. Timekeepers for all events
    5. Linesmen for games and relays
    6. Starters—for relays and field events
    7. Judges
        1. Events
        2. Posture
        3. Stunts
    8. Announcer

Definite procedure should be made in outlining duties.

Use of Playing Space

The following charts suggest the use of available floor or field space for play day activities in a gymnasium or field of average size.





USE OF PLAYING SPACE

I. Groups are assigned to each playing space by color or name.

II. At a signal they all take assigned places.

III. Play is terminated at definite intervals and groups rotate.

If games requiring greater space are used, they may be played off as a tournament as a separate part of the program.

Equipment

This list includes the equipment needed for the average play day, the possible substitutes, and the range of cost.

1. Basket ball
   - Range of cost ..... $5.00—18.00
   - Outseam playground ball ..... 6.00—12.00
   - Extra bladder ..... 1.50— 2.00
2. Volley ball
   - Range of cost—leather ..... 4.00— 9.00
   - Range of cost—canvas 2.75
   - Extra bladder ..... 0.75— 1.50
   - Nets ..... 3.00—10.00
   - Net substitute—rope with streamers
3. Soccer ball
   - Range of cost ..... 3.00—12.00
   - Extra bladder ..... 1.00— 1.25
4. Indoor or playground baseball
   - Range of cost—balls
     - Inseam—14 in. 2.50
     - 12 in. 2.25
     - Outseam—14 in. ..... 1.75— 2.25
     - 12 in. ..... 1.25— 1.75
     - 9 in. 1.00
   - Range of costs—bats ..... 0.75— 1.00
5. Quoit set
   - Range of cost
   - Iron—pins 0.50
   - Iron—quoits .....each 1.50— 3.00
   - Rubber set of four ..... 3.50— 5.00
   - Indoor quoits pins—pair 1.00
6. Horse shoes
   - Range of cost per set ..... 2.00— 3.50
   - Iron pegs can be obtained at at any iron shop ..... 0.25— 0.50
7. Indian clubs
   - Range of cost per pair ..... 1.00— 1.50
8. Bean bags
   - Range of cost ..... 0.10— 0.25

9. Stop watch
   - Range of cost ..... 2.50— 7.50
   - Needed for games played by time periods

10. Score charts
   - Range of cost official scorebooks and charts ..... 0.10— 2.25
   - Advise making simple charts
   - Needed for games in which score is determining factor

11. Megaphone
   - Range of cost—20 in. ..... 0.75— 1.50
   - 30 in. 3.50
   - 40 in. 4.50
   - Advise medium size
   - Provide for announcer or director

12. Colored ribbons or arm bands
   - Range of cost
     - Ribbon .....yd. 0.10
     - Cambric .....yd. 0.05
   - Advise bright colors
     - Arm bands 3 in. by 13 in.
       - 2 small safety pins..doz. 0.05
     - Ribbon badges 3 to 4½ in. long
       - 1 small safety pin
   - Needed for identification in team games—relays, etc.

13. Whistle
   - Range of cost ..... 0.25— 0.75
   - Advise Spalding deep tone whistle
   - Needed by leaders and officials

14. Gong
   - Range of cost ..... 1.75— 5.00
   - Needed to start and stop large groups

15. Music
    - Provide one of the following
        - Piano
        - Phonograph
            - Interest local dealer in demonstrating
            - Secure machine easily heard at great distance
        - Orchestra
            - School orchestra or trio

CHAPTER III

THE ORGANIZATION OF ACTIVITIES

The success or failure of the activity program may rest upon the direction of groups and the organization and presentation of activities. The importance of thorough preparation cannot be overemphasized.

ORGANIZATION OF SQUAD TEAMS

I. Designate meeting place of squads
   A. By color banner if color teams used
   B. By placards if teams are named
II. Have all squads go to meeting place before activities are started
   A. Use bleachers if available
      (Facilitate squad movements)
III. Make announcements after squads assemble
IV. Indicate place to which each squad is to go
V. Direct squad movements through announcer
VI. Arrange definite signal at which all squads stop play
   A. Gong
   B. Bugle
VII. Squads should have definite place to go after each event

PROCEDURE IN DIRECTING SQUAD MOVEMENTS

I. General instruction to all groups
   A. Indicate signal at which all play stops
   B. Explain any method used of marking playing spaces
   C. Make any general announcements
   D. Announce activities
      1. Explain rotation of playing groups
   E. Give signal for groups to move

ORGANIZING AND TEACHING SPECIFIC ACTIVITIES

I. Grand March (preceding group folk dance)
   A. Provide leaders who have been instructed as to procedure

COLOR TEAMS RECEIVING INSTRUCTIONS AT AN INDOOR PLAY DAY (UNIVERSITY OF WASHINGTON)

All play stopped at announcer's signal.
Announcer:
"All color teams move to the next playing space when I signal."
"Teams on my right move one place toward me."
"Teams on my left move one place away from me."
"When I blow my whistle every one change."
"The game leader will tell you how to play the new game."
"Ready . . . whistle!"

The picture indicates the following events from left to right around the gymnasium.

1. Relay
2. Two Deep
3. Spud
4. Folk Dance
5. Slap Tag
6. Relay
7. Black and white
8. Kick Ball

Time of each event: 5 minutes

Color banners on bleachers at either end indicated team headquarters. Color teams wore ribbon badges. The announcer stood on a bleacher above the group. Play leaders were designated by white letter sweaters. Movable blackboards were used for scoring.

B. Give commands to leaders
   1. Down center by 2's—3's—4's, etc.
C. Direct groups to right or left
D. Indicate when group is in position

II. Folk dances
   A. Give name of dance
   B. Have music played
   C. Teach first figure
      1. Explain movements
      2. Repeat explanation with music
      3. Have group dance
   D. Teach succeeding steps in same way
   E. Give the dance straight through to music
      1. Call out each movement
   F. Repeat several times

III. Change of formation for following dance
   A. If necessary use part of grand march to secure formation
   B. If slight change only
      1. Explain carefully
      2. Give signal for change

IV. Team games
   A. Select team which starts play
      I.e. Baseball—"in field" or "at bat"
      Volley Ball—"servers"
   B. Explain game
   C. Indicate positions to be taken by each team
   D. Start game
      1. Demonstrate plays with members of squad if necessary

V. Group games
   A. Explain game
      1. Number of players
      2. Indicate positions
      3. Demonstrate
   B. Start game

VI. Relays
   A. Indicate relay by name
   B. Announce that winning team of each heat will com-

pete for championship
C. Explain formation to be taken
1. Assign each team to definite location
2. Signal for teams to move
D. Explain the relay
1. Importance of touch-off
2. Method of finishing
3. Demonstration if necessary
E. Signal judges to watch runners
F. Start relay
G. Indicate winner
H. Final heat conducted in same manner

Note: If relays are not run off in heats, but are played as one activity in a group of rotating games, organize relays similarly to group games.

VII. Challenge contests
A. Post rules
B. Explain as needed
C. Explain use of equipment
1. Stress importance of returning
D. Sign contestants on sheet
1. Notice color teams playing
E. Record scores on chart
F. Players referee their own contests

Note: The explanation, by the announcer, of the challenge contests should be sufficient.

VIII. Stunts
A. Explain carefully
B. Demonstrate
C. Allow each group to attempt stunt
D. Have every one do stunt together

IX. Field events
A. Group events
1. Organize similar to group games or relays
B. Individual events
1. Record name, and color squad
2. Explain rules to all participants
3. Announce the color squads to be represented
4. Announce succeeding events
5. Have players ready for each event

X. Swimming
   A. Announce events
   B. Explain system of starting and timing
   C. Organize similar to other group events
   D. Credit individual records to color team

SUGGESTIONS FOR ORGANIZING TOURNAMENT PLAY FOR TEAM GAMES

I. Decide number of teams entering
   A. Draw up a tournament chart. Indicate by colored ribbon, ink, or strips if color teams are to be used, by name, or, number of squads, if other methods are to to be used for dividing groups.
   B. The tournament drawing must be in a power of 2. The number of lines drawn must represent ultimate finals 2—4—8—16—32, etc., lines being drawn on chart according to nearest low number to some multiple of *2*. If there are an odd number of teams the odd teams draw "byes" advancing them into the second round of play. "Byes" are placed at the top and bottom of the chart.
   C. A sample chart for 11 teams is shown on p. 38.

II. Post chart in a very conspicuous place. The chart may be made by girls as a handicraft project or color chart for art classes, using selected colors.

III. Indicate field or court on which teams are to play, if more than one field or court is available.
   A. On chart
   B. By announcements
   C. By numbered signs on playing territory

IV. Place time limit on games
   A. Play off trial game before the day and time
   B. Allow for average game
   C. Determine approximate time that each playing space will be available for next group.
   D. Have groups next assigned to space assemble at specified times

Tournament Charts may be secured ruled for use.
(Spalding Tournament Charts)

1. If game takes extra time, organize a short group game such as Spud, Call Ball, Two Deep Tag, until game is finished. This will be possible for an outdoor play day
2. If play day is indoors and there is not available space, have waiting groups watch game or organize quiet games such as Birds Fly, Senior Tag, I Say "Stoop!"

V. Teams leaving field
   A. Announce definite place for squads having played off to assemble
      1. To another playing space for new game
      2. To color sections on bleachers if they become onlookers
      3. Indicate individual games, challenge contests, etc., if play is voluntary until next round is played

VI. Provide method of reporting for play
   A. Announce squads playing next
   B. Post approximate playing time on chart
      1. Announce squads to play next

RELAY RACES

Reports from the play day questionnaires sent out to high schools indicate a unanimous approval for relay races as a part of a play day program. Relays are simple to organize, easily explained, and may be run off in a very limited space.

Suggestions for the Organization of Relays

I. Lane or column method

The lane or column method consists of lining the teams in parallel columns behind a common starting line. The lines should be from eight to twelve feet apart. A wall or turning point is indicated for each team directly in front of the team along a line parallel to the starting line. The distance varies according to the relay used.

The race consists of each player in turn going from the starting line to or around the turning point and back to the starting point to touch off the next player. The turning point may consist of a line drawn parallel to the

starting point, a wall which must be touched, or a movable object which the player must round without disturbing. The movable object presents the most satisfactory method for a turning point. It demands skill in turning, control of movement, and eliminates a possibility of not touching a line or of stumbling into a wall.

SHUTTLE RELAY FORMATION

SHOWING HALF OF EACH TEAM LINED UP
OTHER HALF OF TEAMS OPPOSITE. HALVES FACING

II. The shuttle method

The shuttle method is very similar to the lane method. Each team is divided equally and the halves face each other directly in back of parallel starting lines. The distance between the starting lines varies according to the race. Indicate the starting lines as *"1"* and *"2."* The first player in each team at line *1* runs to the first player in line *2* and touches him off. This player then runs to line *1* where he touches off the second player of line *1*. This continues until all players of both halves have run. At the completion of the relay, the halves finish opposite their original starting line but in their original formation.

III. The circle method

The circle method is conducted about a circular space. Chalk lines may be drawn on a floor, a circular track may be used, or objects may be placed to indicate the

inside boundaries of the course. The teams are given positions at specified places. At a signal the first player in each group makes a circuit of the course, touching off the second player at the end of the circuit. Any player may overtake the player of the team ahead passing on the *outside*. This continues until all have run.

Practical Suggestions

I. The first player of each team should be conspicuously identified to facilitate the determination of winners
   A. Colored arm band or similar method
   B. Have each player sit on floor after touching off next player

II. Have players pass some object to the player being touched off. This reduces the possibility of fouling by crossing the starting line too soon

III. Relays may be run with from eight to twenty players. More than twenty players are apt to reduce the interest and create confusion. Shuttle relays seem more satisfactory than lane relays for teams having more than twelve players

IV. Each team should have a leader or captain

V. Teams should be even in number

VI. Indicate the position to be taken by squads by a mark on the floor or ground and definitely assign a certain team to each location

Officials

I. Game leader who may act also as a starter

II. Judges of starting line (who also assist in selecting winning teams)

III. Judges of turning point

IV. Scorekeeper (if relays are run in heats)

SUGGESTIONS FOR ORGANIZING PLAY DAY RELAY PLAY-OFFS

I. A chart may be drawn up similar to the chart for team games

II. The play-off may be conducted in heats

Since the number of squads competing in a relay is determined by the width of the available space the method of running off relays by heats seems more satisfactory than the tournament.

To illustrate: there are twelve squads represented; five squads may compete at once as determined by space

A. Four squads compete to equalize groups
B. Record winner of first heat
C. In turn second and third group of four squads each compete
D. Record winner of each contest
E. The winners of each group representing the three heats compete
F. The final winning squad is awarded championship of the relay contest.

SUGGESTIONS FOR ORGANIZING CHALLENGE CONTESTS

The challenge contests should be announced at the beginning of the play day. An official should be in charge of the contests in order that players may be brought together for a challenge game. The score of each contest should be posted. Any player may challenge any other player. The final winner and her scores should be announced at the end of the day. Every effort should be made to increase the fun of the challenge contests.

Only members of the squads which are not competing at the time may challenge.

I. Announce challenge contests at the beginning of play day

II. Indicate location of challenge playing spaces

III. Post rules at one place

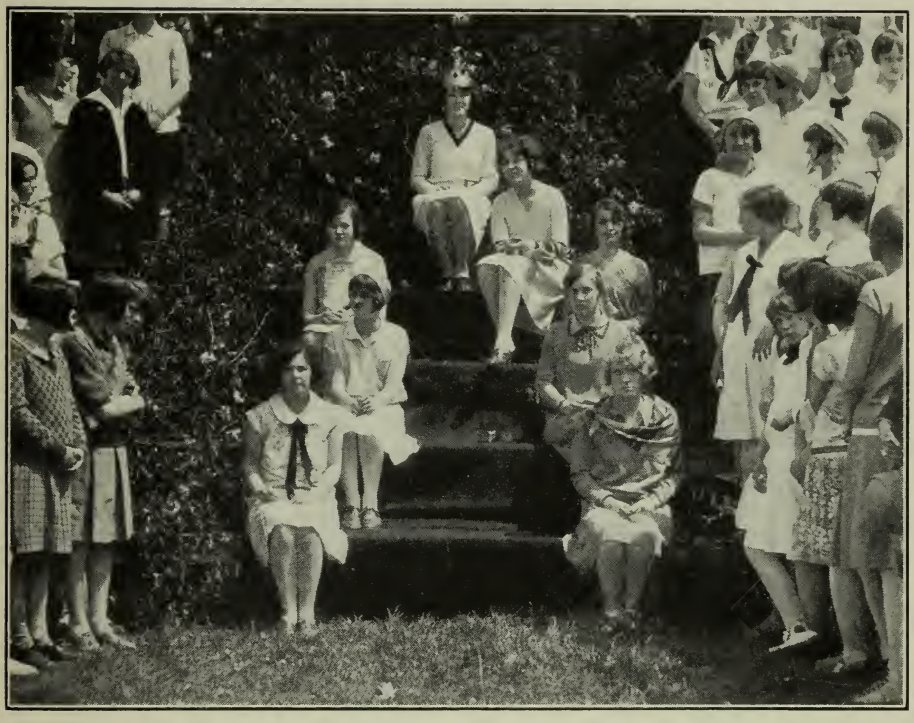
IV. Indicate officials in charge

V. Provide rules regarding return of equipment after each contest

VI. Provide challenge sheet
A. Announcer calls challenge players together
B. Squad colors or names must be posted with players' names

VII. Provide challenge score chart
  A. Space indicated for
    1. Contestant's name
    2. Squad color or name
    3. High School
    4. Score of contest

VIII. Announce final challenge results

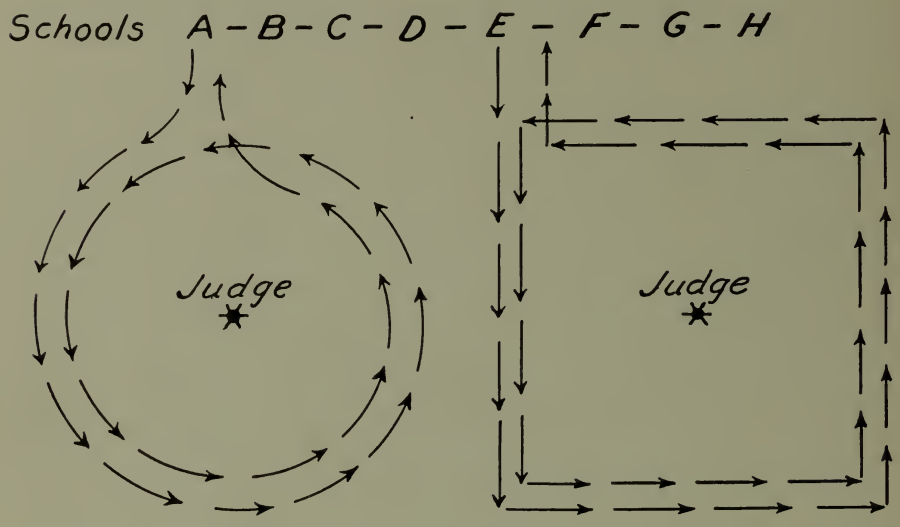


A POSTURE QUEEN AND HER ATTENDANTS

ORGANIZATION FOR POSTURE PARADE

A large part of the interest and the success of a posture parade depends on the formations and the details of organization. The following suggestions have been tried and found to be very successful. The seating, especially for a large group, is important as handling a large group of high school girls quickly and efficiently means careful planning. For the parade it is necessary to bring the girls into their own school groups. This may be done in any number

of ways, but a suggested method is to have the schools seated alphabetically with a designated place for each school. It has been found advantageous to have the sections marked by banners in high school colors and name, and to send each school to the seats behind its banner. The banners may be inexpensive—cardboard painted in colors with the name across the top will prove satisfactory. A smooth lath approximately a yard long and not very heavy will serve as a handle. These could easily be made with the coöperation of the art department and the manual training shop.



TWO TYPES OF FORMATION FOR SELECTION OF BEST INDIVIDUAL POSTURE FROM EACH SCHOOL

Several Schools May Be Judged at One Time

There are many marching formations for a posture parade; a great deal will depend on the available space and the size of the group. The following formations could be easily adapted to any condition. It has been found advisable in most places to have trained leaders for the marching—it avoids confusion and speeds up the parade materially. The leaders may be teachers of the hostess school, the girl advisors, or the instructor in charge of each group of girl guides trained for this purpose. It is necessary to have as many trained leaders as there are circles. Previous to the parade the leaders should be advised of their exact duties, eliminating any misunderstanding and confusion.

The number of judges depends upon the size of the group and the available space. To obtain fair and impersonal decisions, at least three judges should confer on final selections. In a small group it would be advisable to use two circles with a judge for each in the first elimination and to call the third judge in to confer on the final selection. To facilitate the handling of larger groups

SELECTION OF BEST INDIVIDUAL POSTURE

more than three judges could be used—for example four judges and four circles—or if space will permit, even more circles could be used in the first elimination. If the school groups are quite large (thirty or more) it would be better to select two or three from each group to participate in the second elimination.

Selection of Best Individual Posture

The leader of each group circles the judges twice and takes her group back and starts with a second group and goes through

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the same procedure. The judge selects the best postures of each group and sends the selected people to a designated place to wait the final selection.

The judges come together in the center of the room for the

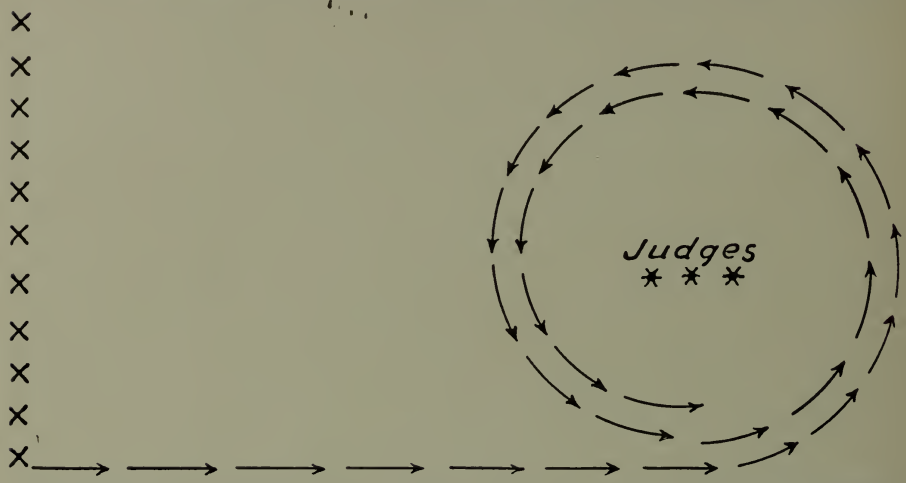


DIAGRAM FOR SELECTION OF BEST INDIVIDUAL POSTURE OF ENTIRE GROUP (FINALS)

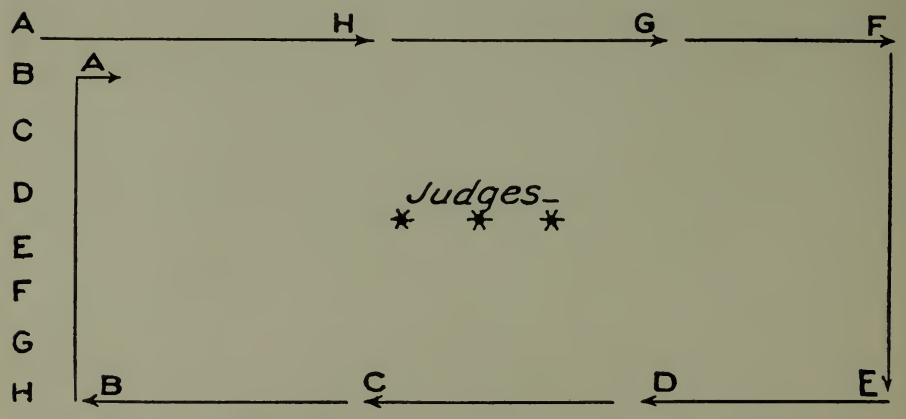


DIAGRAM FOR SELECTION OF BEST SCHOOL POSTURE

next part of the individual selection. The group picked from all the schools is now led around the judges who confer and choose five or six to participate in the finals.

The leader continues to circle the judges until the selection of the final group is made, then she leads the whole group off with the

exception of the six or more girls participating in the finals. These are brought before the judges. These last girls should receive badges for participating in the finals, with a choice of first, second, and third places at least.

Selection of Best School Posture

The schools in alphabetical order, with a banner at the head of

THE CORONATION OF MISS HEALTH

CLARK AND SKAMANIA COUNTIES PLAY DAY IN WASHINGTON

One Candidate from each school judged on the following:
1. No absences from school because of illness
2. Posture
3. Correct weight for height and age
4. Appearance of cleanliness, wholesomeness and vitality

the line to designate the school, circle the judges in any desired formation, either circle or square. They continue marching until the selection is made known, then they halt while the school selected marches in and around the judges, ending facing the judges ready to receive any award to be presented. This done all the schools march back to place followed by the winners.

These formations may easily be changed to fit any size group or any size room. Time is rather an important factor; the girls get tired and lose interest if the event becomes too long. Each part

of the parade should be planned to take a certain amount of time; to do this more judges will be needed in a large group in order to run off the events on time.

POSTURE STANDARDS

Posture standards (the rules for a posture parade) should be definitely decided upon by the committee in charge previous to play day. Every precaution should be taken to keep the standards selected on the highest possible level; to do this, every one, including coaches, physical education instructors, the play day committee, and the judges need close coöperation. Several weeks before play day a copy of the posture standards should be sent to each school participating. The girls feel more at ease if they know upon what points they are being judged.

It is very difficult to judge good posture accurately in a large group and with clothing which hides many defects. The best that can be accomplished is to judge the general individual body carriage. The following points under body carriage are suggestions for the selection of posture standards:

General Body Carriage

A. Ease of motion
   1. Freedom of movement
   2. Comfortable body carriage
   3. Habitual easy posture

B. Standing tall
   1. Suggestion of upward lift
   2. Body held up, not relaxed

C. Walking lightly
   1. Impression of lightness
   2. Body lift and vitality
   3. Smooth coördination in walk

D. Toeing straight ahead
   1. Feet parallel
   2. Weight on outer edge of foot

E. Body balance
   1. Weight forward over arches
   2. Alertness of body movement

CHAPTER IV

SEASONAL SPORT PLAY DAY

A play day centered around a seasonal sport such as hockey, soccer, basket ball, archery, baseball, or tennis should also be inclusive of activities of low organization. The outstanding tournament sport of the day should be a contributing factor as a *unit* of the play day contribution, up until the semi-finals, when other activities may be suspended in preference to the championship event.

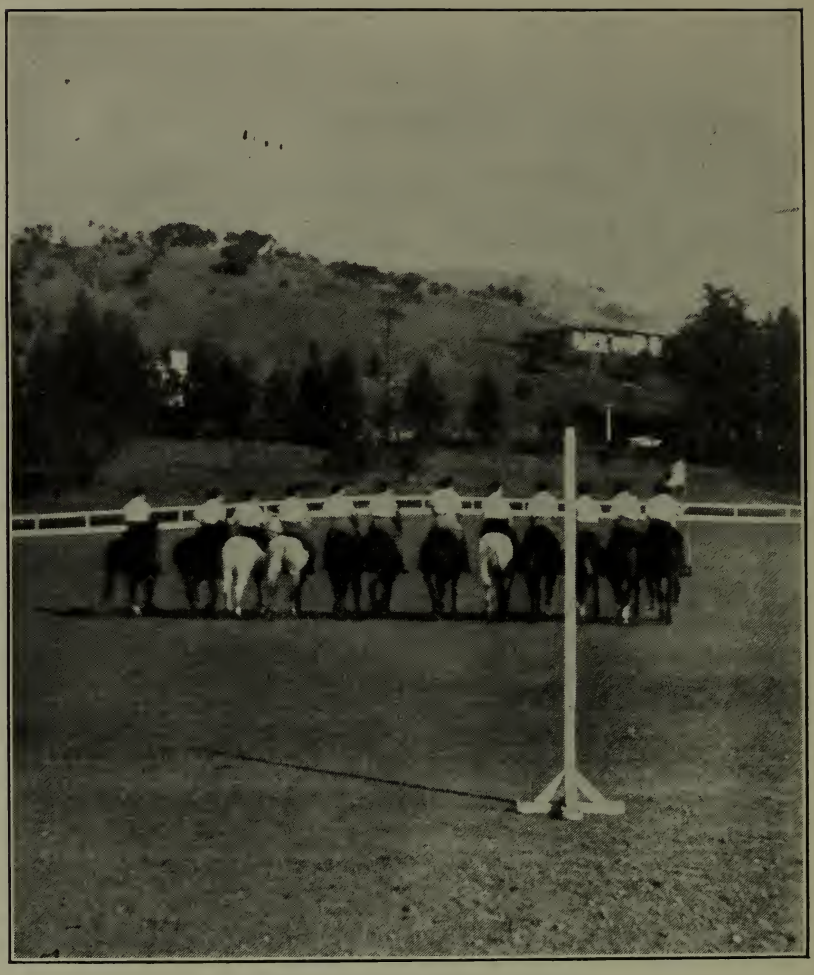
A typical play day is outlined with accompanying descriptions of activities which may be adapted to the necessity of utilizing small spaces, class-rooms, or halls for such activities.

The play day is started with a folk dance for every one. Marching to music in formation around the gymnasium by twos, fours, sixes, and interweaving from alternate corners may be very effective and interesting under trained leaders. The formations end in a large circle, the music is stopped, and instructions for the first dance, "How Do You Do," are given.

The same formation is used for the next activity which is a group stunt—Walking Chair. This should be given to music after the first attempt to move around the gymnasium without breaking the chair.

Instructions given to the color teams follow this stunt. (Allowance is made for the use of two full squads.) Substitutions should be made as often as necessary by announcing that players observing may take any place on a team that they wish to play. The names and positions of players who are to play in the tournament should be sent to the hostess school in advance. Players should be drawn for color teams, and assigned when registering at the play day. The following instructions and time limits are given for 12 color teams. The time for each round is:

1st Round.....	4 Minute Halves
2nd Round.....	5 Minute Halves
3rd Round (semi-finals).	5 Minute Quarters
Finals	5–8 Minute Quarters



A PLAY DAY RIDING EVENT

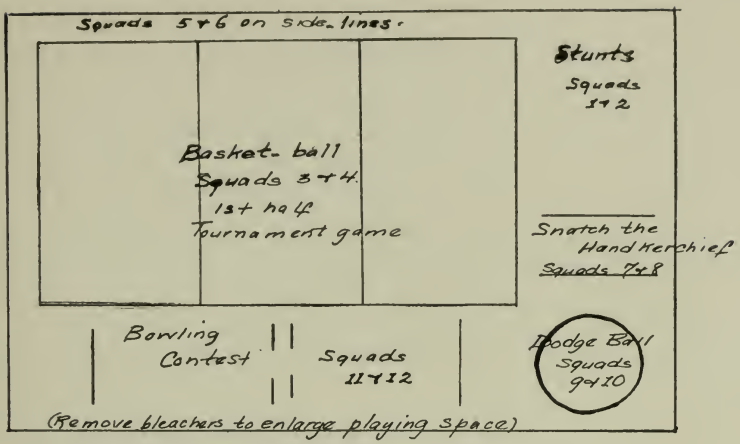
TRIANGULAR PLAY DAY (AT MILLS COLLEGE)

Assignment of Squads

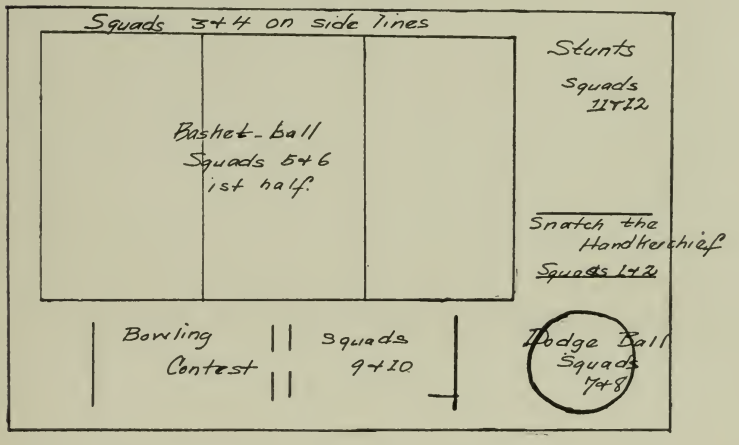
I. First Round

(1 and 2 draw byes)
(11 and 12 draw byes)
1 and 2..... Stunts
7 and 8..... Snatch the Handkerchief
9 and 10..... Circle Dodge Ball
11 and 12..... Bowling Contest (Keep Score)

ASSIGNMENT OF SQUADS



First Round- First 4 minute period



First Round- Second 4 minute period

At end of 1st. 20-minute period 7-8 and 9-10 take places of 3-4 and 5-6 while remaining squads play of group game tournament.

Rotate activity groups every four minutes.

3 and 4..... First half tournament game
5 and 6..... First half tournament game
3 and 4..... Second half tournament game
5 and 6..... Second half tournament game

Allow four minutes for time out and rotation of groups

At end of first 20-minute period, 7 and 8, 9 and 10 take places of 3 and 4, and 5 and 6.

3 and 4..... Bowling Contest
5 and 6..... Snatch the Handkerchief
1 and 2..... } Play-off for winners of Bowling Contest
11 and 12..... } from first period
3rd Rotation... Relays for all groups, 8 minutes

II. Second Round

1 and 2 } Tournament games.
11 and 12 }

Other Squads: Play-offs, for Bowling Contest and Relays.

Rotate: Winners of 1st Round.

Other Groups: Continue play-offs, group stunts, and challenge contests.

III. Third Round: Winners of 2nd round alternate halves.

Other squads finish play-offs in Relays and Bowling Contests, and watch tournament.

IV. Finals: *All squads watch finals.*

Note: The program should be arranged so that semi-finals, finals, and the entertainment come after luncheon.

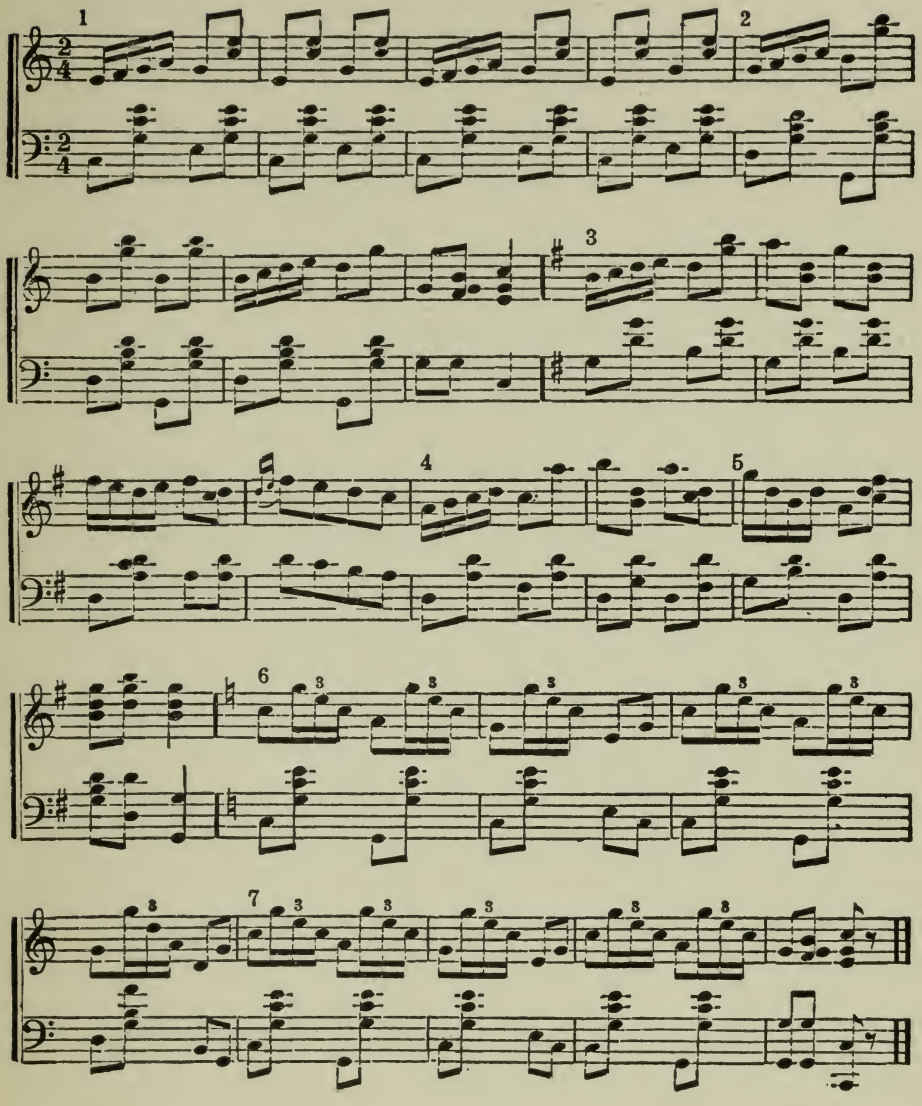
HOW DO YOU DO?

Formation

Partners in groups of four in a double circle. Couples face each other.

1. Partners four slides right, four slides left.
2. Each group of four join hands, eight slides to left.
3. Partners facing each other in original positions. Four steps forward to opposite group; four steps back to place.
4. Three steps forward and curtsey. Take right hand of opposite person and say, "How do you do."
5. Keep right hands joined; join left hands. Four slides to center of circle. Four slides back to place.
6. Partners keep hands joined; walk forward eight steps and meet new couple.

HOW DO YOU DO?



WALKING CHAIR

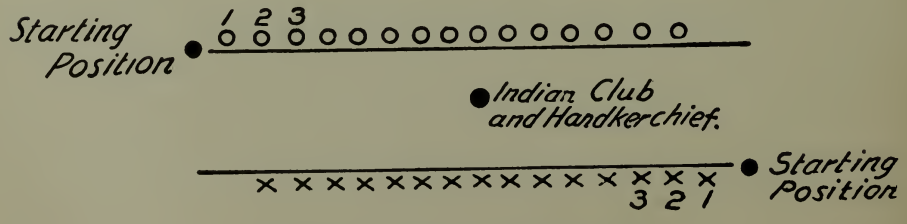
A group of girls form a straight line, standing close together, one in front of the other, and all facing in the same direction. At a given signal all bend their knees and take a sitting position on the knees of the girl in back of them. The line then begins to walk forward, starting with the left foot. The line is kept joined by each taking hold of the girl's hips in front of her. This stunt may be used effectively as a relay. Breaking the line eliminates the group.

SPUD

The players stand in a small circle, and each is numbered. One player drops the ball in the circle and calls a number. All but the one whose number is called immediately scatter, as they are liable to be tagged. The player whose number is called secures the ball as quickly as possible and at the same time calls "Spud," whereupon all the players stand still, and he tries to hit one of them with the ball; he may not run to do this, but must stand still. If a player is hit by the ball, one spud is counted against him, if no one is hit, one spud is counted against the player who threw the ball. All the players gather around the circle again and the player who last threw the ball, drops it and calls another number. When any player has three spuds against him, he must stand fifteen feet from the other players (who are in a line according to number) with his back to them, and they each have a shot at him with the ball. Any player who does not hit him or who throws the ball too hard, must exchange places with him.

SNATCH THE HANDKERCHIEF

Line up two teams facing each other along two parallel lines fifteen or twenty feet apart. Fold a bright handkerchief over the



SNATCH THE HANDKERCHIEF

head of an Indian club which is placed exactly in the center of the space between the two lines. Have players number off from the right of *each* line. At a signal player number 1 on each team advances towards the club and attempts to secure the handkerchief and return to his line without being tagged by the other player. When a player is tagged the handkerchief is replaced and the next two players attempt to secure the handkerchief, starting from the head of their lines. A time limit may be set for each player. A score is made for the team represented by a player who tags another player. The team having the largest score wins.

THREE DEEP

Players

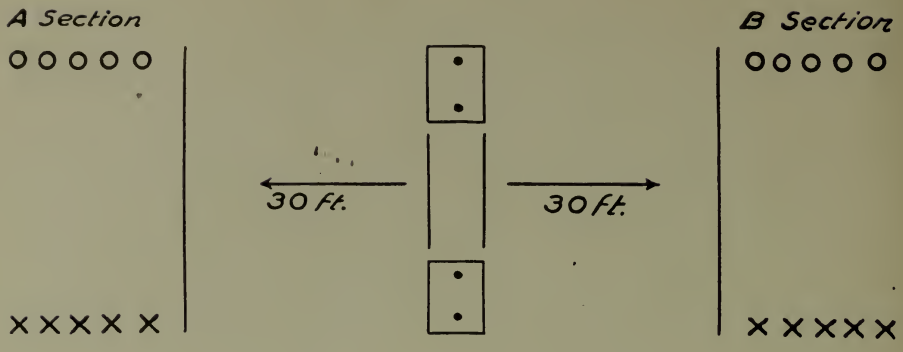
Eighteen to thirty-six girls.

The Game

Arrange all but two of the group in a double circle, facing in; players of the outside circle covering off the players of the inside circle: each pair of players six feet apart. Of the selected players appoint one "It" and the other runner. Place both appointees outside of the circle. At signal, "It" chases the runner. The runner may make himself exempt from tagging by jumping in front of any one of the men in the inside circle. When he does this he transfers his office to the second player behind and "It" must chase him. The runner must keep on the outside of the circle except when jumping in front of the player in the inside circle. When "It" tags the runner, that player and "It" immediately exchange offices and the game continues.

BOWLING CONTEST

The teams are lined up as shown in the diagram. Halfway between the two sections of each team is placed a box about ten or twelve inches in height on which are placed two Indian clubs six or eight inches apart. The first player in the "A" section of each team pitches the ball, attempting to knock down one of the Indian clubs. He scores one point for his team if he is successful. The first player in section "B" recovers the ball and repeats what the first player in the other section did. Play continues in this manner until all have finished. The team wins that has the highest total number of points.



BOWLING CONTEST

FIGURE EIGHT RELAY

Line teams up in lane formation behind the starting line. Twenty feet or more from the starting line, and directly in front of each team, place an Indian club. Three feet beyond the first row of clubs, and directly in line with them, place a second row. At a signal the first player in each line runs to the first Indian club, passes between it and the second club, turns and passing between the clubs runs to the starting line where the next player is touched off. A player overturning a club must replace it before another player on her team runs. The team finishing first, wins.

RING GOLF

Ring golf is an outdoor game particularly adapted to challenge contests, and may be played off by members of squads which are not playing for a short period of time.

Players

Two to four players in a group.
Equipment will determine the number of groups playing.

Course

The course is preferably marked out along the outside borders of a field and where there will be no possibility of throwing into a group of players. A starting point is determined by a flag and a five-foot line at least twenty-five feet from the first stake. The number of "holes" is determined by the available space. Each "hole" is a stake projecting six inches from the ground. The dis-

tance between stakes should not be less than twenty-five feet. It is wise to place stakes near some permanent obstruction such as fence posts.

Equipment

The equipment used consists of a ring about eight inches in diameter of one-inch rope or hosing. Old hose clinched together makes the most satisfactory rings. Hose clinchers may be secured at any hardware store.

Object of the Game

To "ring" each stake in turn around the course with the lowest possible score in throws.

Rules

1. The game must be started behind the starting line.
2. The ring may be thrown or rolled in any manner.
3. The ring must be thrown from the exact spot on which it settled after the preceding throw.
4. The ring must settle *around* a stake to count a hole.
5. The ring must be played to consecutive stakes. If one stake is missed the throws to return to that stake must be included in the score.

Scoring

Each throw counts one score. The player with the lowest score wins.

PLAY DAY ACTIVITIES

Selected Reference List

Games

Team Games	*Group Games*
Cage Ball	Black and White
Captain Ball	Bowling Contest
Dodge Ball	Line Soccer
End Ball	Spud
Hit Pin Baseball	Straddle Ball

Indoor Baseball
Kick Ball
Long Ball
Snatch the Handkerchief
Three Deep
Two Deep

Seasonal Sports

(Tournament Play)
Archery
Baseball (indoor)
Basket Ball
Field Ball
Hockey
Horseshoes
Soccer
Speed Ball
Tennis
Volley Ball

Winter Sports

Fox and Geese
Ice Hockey
Ice Relays
Ski Races
Ski Stunts
Snow Shoe Races

Relays

Arch Ball Relay
Backward Running Relay
Crab Walk Relay
Dumb Bell Relay
Figure Eight Relay
Potato Relay
Straddle Ball Relay
Three Legged Relay

Challenge Contests

Bowls
Horseshoes
Marbles
Ring Golf

Stunts

Camel Walk
Elephant Walk
Leap Frog
Monkey Walk
Opening the Rose
Skin the Snake
Walking Chair

Folk Dances

Ace of Diamonds
Blekking
Come Let Us Be Joyful
Crested Hen
Danish Dance of Greeting
Gustaf's Skoal
How Do You Do
I See You
Nigarspolska
American Country Dances
Square Dances
Virginia Reel

Field Events

Balance Beam Walking
Ball Throwing
Baseball Throw
Decathalon Tests
Hop Step and Jump
Potato Race
Three-legged Race
Twenty-five Yard Dash
Under Arm Pitch

Swimming Events

Beginners
(Cannot swim in deep water)
a. Race length of pool (Legs only)
b. Race width of pool (Free style)
c. Sitting dive
d. Recover objects from shallow water

Intermediates
(Swim in deep water—not enough skill for advanced events)
a. Back stroke—length of pool
b. Standing dive off side of pool—deep water
c. Obstacle relay race—width of pool (carrying object)
d. Free style race—length of pool

Advanced
a. Crawl—length of pool
b. Diving
Standing front
Running front
Back
2 optional
c. Relay length of pool
d. Stunts
e. Cock fight

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CHAPTER V

SUPPLEMENTARY MATERIAL

The aim of this chapter is to present for reference use reports and programs from the various types of play days described in the text. The material is classified as to examples of high school play days—sponsored by high schools and by university groups; a college play day; a community recreation play day; and industrial recreation play days.

The principles of organizing play days and play day tournaments as described in detail in the text, with the addition of actual material in programs and reports from successful play days, should offer a varied field of reference for the further development of play days. It is with this object in view that this collection of material is included.

REPORTS AND PROGRAMS

Organization for Vancouver, Washington High School Play Day

To Girls' Advisors and Physical Education Instructors:

At the meeting of girls' advisors and physical education instructors held at Vancouver, Saturday, March 24, it was decided to hold the "Play Day" at Camas, May 5. We would like to have all there at eleven o'clock, if possible.

The expenses are to be paid by making a levy of $3.00 for each school taking part. Will you please mail your levy to me as soon as convenient? This money is to pay for the cup, ribbons, pennant and punch.

Those present at the meeting expressed the wish that all girls would be urged to wear simple, comfortable sport costumes, with teams in middies and bloomers.

Will you extend an invitation to all mothers of High School girls to be present. We would appreciate their interest and help.

We should also appreciate it if you would send in original verses for the first page of the program.

It was decided to have a queen of health for our play day, each school to have one candidate who will be judged on the following points:

1. Posture.
2. Weight, according to height and age.
3. Appearance, as to cleanliness, wholesomeness, vitality.
4. Absence from school on account of sickness deducts from points. Be sure and have this record for your entrant.

One will be chosen queen. The remainder of entrants will be maids. The queen will be judged and crowned before noon.

This is the tentative program as suggested at the meeting. Do you have any changes or improvement to offer?

11:00 A.M.
1. Registration
2. *Mixer: Bat Ball; Feature Races*
3. Queen selection and crowning
4. Grand March

12:30 P.M. Lunch.
1. Baseball; 3 innings; indoor ball used with overhand throwing and a 40-foot diamond

3:00 P.M.
1. Races
   a. 100-yard dash, one from each school

   Relays
   a. 440-yard run, four from each school

3:30 P.M. Stunts. Judged on
   a. Originality
   b. Appropriateness
   c. Promptness
   d. Technique
   e. Time—ten minutes

If it rains the following program is suggested.

11:00 A.M.
1. Arrival and registration
2. Mixer
3. Queen selection and crowning
4. Grand March

12:00 A.M. Lunch in the gallery of the school gymnasium

12:30 P.M. 1. Organized games
   a. Bat Ball
   b. Volley Ball
   2. Basket ball throw. One from each school with each school with 15 throws, relays of 5 each

1:30 P.M. Feature Races

2:00 P.M. Stunts

Will you kindly answer the enclosed questions and return to me before April 9? If not in by that time we will have to complete the plans without your suggestion. Please make an effort to answer.

Sincerely yours,

NORA SELF

Questions

1. How many girls enrolled in your high school?
2. Give approximate number coming.
3. Will you suggest judges and referees?
   1. .....
   2. .....
   3. .....
   4. .....
4. What event will you take charge of? Please indicate first, second and third choice.
   1. .....
   2. .....
   3. .....

   At the meeting in Vancouver these schools volunteered as follows:
   1. Stevenson—Feature races
   2. Union High—Dash
   3. LaCenter—Relay
   4. Vancouver—Bat Ball
   5. Camas—Baseball

PROGRAM

Second Girls' Play Day

VANCOUVER, WASHINGTON

Outdoor Program

Time—10:00 A.M.

1. Mixer for all schools
   (a) Grand march
   (b) Virginia reel
2. Tennis—10:45 A.M.
3. Lunch—12:00 M.
4. Stunts—12:45 P.M.

   (Entrants in order in which stunts will be given)

   1. Vancouver
   2. Camas
   3. Ridgefield
   4. Union High
   5. LaCenter
   6. Stevenson
   7. Wasbougal
   8. Battleground
   9. Yacolt

   Judged on
   1. Originality
   2. Appropriateness
   3. Promptness
   4. Technique
   5. Time—10 minutes

   Judges
   Miss Simmons—Portland
   Miss Case—Hilsboro
   Miss Hunter—Portland

5. Organized Games—2:00 P.M.
   1. Baseball Throw
   2. Races
      (a) Feature races
         1. Golosh race
         2. Stride race
      (b) Dash—100 yards
   3. Relay—440 yards—3:00 P.M.
   4. Baseball—3:30 P.M.

Indoor Program

Afternoon only—if it rains

1. Grand March
2. Virginia Reel
3. Stunts
4. Volley Ball
5. Basket Ball Throw
6. Indoor Baseball

Chairman—Ridgefield and Vancouver

Courtesies

Sieberling—Lucas Music Company
Victor Electrola

V. H. S. Print Shop—Printing

"News from the Field"

Bulletin—California Board of Education—April, 1927

At 10:30 A.M., Saturday, December 11, four hundred fifty-five girls marched in the posture parade which opened the Play Day of the Girls' Peninsular Athletic League. San Jose High School was hostess for the day. The Department of Physical Education of the San Jose State Teachers' College turned over faculty, major students in Physical Education, and facilities so that greater participation might be possible. The following schools enjoyed the day: San Jose, Mountain View, Santa Clara, Los Gatas, San Mateo, Burlingame, Los Altos, Campbell, Fremont and Sequoia. Three hockey games were played on one field; twenty-four teams played three court basketball; three volley ball courts provided opportunity for twelve teams; hit-pin baseball teams engaged in warm conflicts; and the swimming pool was open for any who cared to swim after finishing their play. Games were played in quarters. Teams rotated playing for a quarter, and then would watch the others play until it was their turn again. Length of quarters were as follows:

Hockey	4½	minutes
Three Court Basket Ball	4	minutes
Volley Ball	6	minutes
Nine Court Basket Ball	6	minutes
Hit-Pin Base Ball	7	innings

Luncheon was eaten in the gym.

Stunts, social and folk dancing for girls only, closed the afternoon. All were homeward bound by 2:30 P.M.

First Annual Yakima Valley Play Day

Under Auspices of Selah High School Girls' Club

Selah, May 1, 1926

Program

10:00–12:00 A.M.	Central School Volley Ball—Horse Shoes—Hand Ball—Tennis
12:15– 1:00 P.M.	Luncheon
1:00– 3:30 P.M.	High School Basket Ball—Baseball—Track
3:30– 4:30 P.M.	Auditorium

Remarks—President Girls' Club
Piano Solo
Stunt
Whistling Solo
Reading
Stunt
Duet
Violin Duet
Stunt
Guitar Solo
Solo Dance

HIGH SCHOOL PLAY DAYS

SPONSORED BY UNIVERSITY GROUPS REPORTS AND PROGRAMS

Play Day

Sponsored by
New York University
Department of Physical Education

Miss Beard's School
Dalton School
Ethical Culture School
Horace Mann School

April 28, 1928,
Barnard College Gymnasium.

9:15– 9:30 A.M.	Distribution of Colors
9:30–10:00 A.M.	Folk Dancing
	"How Do You Do"
	"Come Let Us Be Joyful"
10:00–11:00 A.M.	Activities

Activities	*1st Period*	*2nd Period*	*3rd Period*
Obstacle Relays	Blue-Yellow	Olive-Lavender	Pink-Black
Versatile Soccer	Red-Olive	Blue-Brown	Yellow-Lavender
Tennequoits *	Orange-Lavender	Red-Purple	Green-Maroon
Stunts	Purple-Maroon	Green-Orange	Red-Brown
Cage Ball	Green-Pink	Yellow-Black	Blue-Olive
Volley Ball	Brown-Black	Pink-Maroon	Purple-Orange

11:00–11:30 A.M.	Group Singing
11:30–11:45 A.M.	Color Team Announcements
11:45 A.M.	Good-by—Come Again!

Play Day

All I want is socialibity
Some one to be sociable to me
I am so very sociable myself,
I like sociable society.
I've a social temperament,
A social disposition, social sentiment.
I'm just as sociable as sociable can be,
And I've just *got* to have more sociability!

* In case of rain, Baseball Relays will be substituted.

1. Home Fires, and Long, Long Trail.
2. Teasing, and Goodbye My Bluebell.
3. Solomon Levi, and Spanish Cavalier.
4. Humoresque, and Swanee River.
5. Home Sweet Home (4–4 time) and Old Gray Mare.
6. Smile Awhile, and Let Rest of World Go By.

State Smiles

Tune: Smiles

There are smiles that come from Indiana;
There are smiles that come from Illinois;
There are smiles from Maine to California
There are smiles from north to Mexico.
There are smiles all over this great nation,
In whatever state your footsteps fall,
But the smiles that come from ————
Are the smiles that are best of all.

Dump All Your Troubles

Tune: Pack Up Your Troubles

Dump all your trouble in your own backyard
And boost, boost, boost.
Don't be a knocker and a grouch, old pard,
Boosting is the style.
What's the use of shirking, it never was worth while.
So! dump all your trouble in your own backyard,
And boost, boost, boost.

New York University.

Speak to Me, Darling

Speak to me, darling, Oh, speak-y, spik-y, spok-y,
Why are those tears on your cheek-y, chik-y, chok-y?
Give me the answer I seek-y, sik-y, sok-y,
Or I will jump in the creek-y, crik-y, croak-y, or
(Lake-y, likee, lokie.)

Till We Meet Again

Smile awhile and give your face a rest; (All smile)
Stretch awhile and ease your weary chest. (Arms outside)
Reach your hands up towards the sky (Hands up)
While you watch them with your eye. (Heads up)
Jump awhile and shake a leg there, sir! (Jump lively)
Now step forward, backward—as you were
(Step back and forth)
Then reach out to some one near,
(Shake hands with neighbor)
Shake his hand and smile. (All smile)
Insert "her" in last line *ad lib.*

The Old Gray Bonnet

She sat on her old gray bonnet
With a bumble bee on it
As it lay right there in the hay.
And the bumble bee got busy and stung poor Lizzie
Right on her wedding day.

Mary had a little lamb,
Its fleece was white as snow.
And every place that Mary went
She threw it out the window.
The window, the window,
She threw it out the window,
And every place that Mary went,
She threw it out the window.

The Old Family Toothbrush

Tune: The Old Oaken Bucket

The old family toothbrush
The moss-covered toothbrush
The old family toothbrush
We all loved so well.
First it was father's
Then it was mother's.
Now it is sister's,

And soon 'twill be mine.
Father misused it,
Mother abused it,
Sister refused it,
And now it is mine.

SPORTS DAY PROGRAM AND TAG

The Old Apple Pie

Tune: Shade of the Old Apple Tree

'Neath the crust of the old apple pie
There is something for you, so now cry.
It may be a pin, the clock has dropped in,
Or it may be a dear little fly,
It may be an old rusty nail,
Or a piece of the pussycat's tail,
But whatever it be,
It's for you and for me,
'Neath the crust of the old apple pie.

Pack Up Your Dishes

Pack up your dishes on your pantry shelf
And smile, smile, smile.
While we were eating we enjoyed ourselves,
Smile, folks, that's the style,
What's the use of washing them,
It never was worth while.
So, pack up your dishes on your pantry shelf,
And smile, smile, smile.

HIGH SCHOOL PLAY DAYS
UNIVERSITY OF WASHINGTON
1927–1928

Outline for Play Day

Committees necessary

1. Publicity
2. Program
3. Registration
4. Checking
5. Color bands
6. Folk dancing
7. Games
8. Relays
9. Posture picture
10. Swimming activity
11. Luncheon
12. Posture parade
13. Orchestra
14. W. Women

Duties of the Committees

I. Publicity
   A. Letters of invitation to schools
      1. List of names of girls and instructors attending
      2. Date to be returned
      3. Send checks with return list
      4. Dress to play, soft-soled shoes
      5. Time, place, cost

6. General outline of program
7. If new school give purpose of play day
8. Schools should have letters 1½ or 2 weeks before date.

B. Posters
1. Increase interest
2. Gentle reminders

C. Daily or school papers
1. City paper
   a. Increase amount of information each time.
   b. Final program day before.
   c. Three days notices sufficient.
   d. Summary with possible pictures, day after, include winner and picture (if possible) of posture parades.
2. School papers
   a. Suggest a notice be published
   b. Send material to school editors

II. Program
1. Decide on general program—all chairmen assist here
2. Formulate plans, procedure, time, etc.
3. Printing of programs—may find printer has scrap material available
4. Tying strings to programs
5. Distribution, where, when, by whom
6. Extra programs, save strings for another time

III. Registration
1. Have lists of people coming
2. Check on people—fee for lunch, etc.
3. Record of schools attending, number students, number instructors, total

IV. Checking
1. Provide locker space for wraps and shoes
2. Give tag for locker to insure safety

V. Colors
1. If color bands are to be used to mix groups
2. Twenty people on a team if 300 present

3. Purchase and cut ribbons—6-inch length
4. Sew to safety pins
5. Make banners of cambric, same colors as bands
6. Tack up banners where groups can meet
7. Distribution of bands—decide on time and place, preferably after checking

VI. Folk dancing
1. One person to teach entire group dance
2. Practice with orchestra and people, every move and every command, beforehand

VII. Games
1. Choose games of simple organization
2. Girls to teach
3. Definite place for each one to start
4. Rotation of groups
5. Four minutes play with one minute to change
6. Play in color groups not in schools
7. Every girl practice teaching game before day

VIII. Relays
1. One side of room vs. other
2. Simply organized
3. Girls to teach
4. May create more amusement by choice of girls—10 from each side with—black hair; or blue eyes; or over five feet tall, etc.
5. Scorekeepers, judges

IX. Posture pictures
1. If to be used explain purpose and need for undressing in letters
2. Fee charge of one cent
3. Girls to register, take fee, and name of school
4. Robes and room to dress
5. Two girls to take pictures, alternate; one taking, one assisting, with directions, numbers, etc.
6. Speedy development if at all possible

X. Swimming activities
1. Demonstration if participation impossible
2. All strokes, dives, standard and optional
3. Stunts may be added

4. Life saving
5. Some one to explain each
6. Short skit, good, if time permits

XI. Luncheon
1. Menu
   a. Decide on menu for designated price allowing five cents for decorations, from fee charge
   b. Arrange with lunch room
2. Decoration
   a. Arrange time for decoration
   b. Arrange table
   c. School colors for crêpe paper and flowers
   d. Tin cans with cardboard handles, covered with crêpe paper make serviceable vases
   e. Arrange speakers' table, place for orchestra
3. Waitresses
   a. Provide a sufficient number
   b. If service behind the counter is fast enough, one waitress to every fifteen people is sufficient
   c. Crêpe paper aprons and head bands of the school colors add to the scheme

XII. Posture Parade
1. Judges—faculty members—disinterested or disentangled parties
2. Lieutenants to lead group
3. Individual parade first
4. Choose two girls from each school
5. Chairmen lead these around
6. Each judge choose two from this group
   Pin on small ribbon "W. A. A. Posture Parade"
7. One girl selected—larger ribbon
8. School parade similar manner
9. Banner award to the best school
10. Prepare school banners with colors for first girl in group to carry
11. Posture parade good to end day's program

XIII. Orchestra
1. Prepare to play for luncheon, folk-dancing, posture parade
2. Practice with people at the head of each of these

XIV. W. Women (or other girls)
1. One responsible for each group
2. Direct movements for each activity
3. Lead to place of next activity
4. Smooth coöperation of these girls will insure smooth running

XV. Go through entire program, using every person who is acting on any committee, two days before Play Day. Act the whole thing out. General chairman and assistant follow up to see every step is O.K.
One treasurer who takes care of all money coming in, pays all bills, secures all requisitions, will ease work of general chairman.

DOROTHEA GUYER,
General Chairman, February, 1928,
Women's Athletic Association.

A COLLEGE PLAY DAY

REPORT

EXCERPT FROM NEWS LETTER NO. 11, ISSUED DECEMBER 26, 1926

(California State Board of Education, Bureau of Physical Education)

News from the Field

College Play Days. The women students of Stanford University, University of California and Mills College held a Triangular Sports Day on November 6th. Extracts from a report received at the state office may prove helpful to teachers who are planning play days for the girls of their school.

"The inter-class and inter-collegiate plan of competition between these three institutions was given up several years ago when the Athletic Conference of American Colleges, of which all three

are members, voted against inter-collegiate competition. It was decided, however, by the athletic associations of the three colleges that the value of knowing the women of the other institutions who had like interests, and the fun of playing together should not be given up. Out of this determination has grown Triangular Sports Day—a day on which all three groups meet and play together on the same teams, rather than play against each other on separate teams. An enthusiastic group of girls gathered on the University of California campus. These girls were given tags upon which their names were written and were assigned to color squads. These squads met on the field, where time was given for choosing a name, yell and captain. The spirit of informal play and good fun was shown in the ridiculous names chosen, and very amusing cheers given by these squads, who through the morning played under the names of "Yellow Streaks," "Red Devils," "Purple Pups," "Irish Terriors," "Pinkie Delegation," and "Per-rika."

The first two events were ones in which all members of the squads took part. These were shuttle relay and pass ball relay.

The next events were ones in which selected members of squads participated, while the other members watched and cheered. These were net ball, hockey, tennis and swimming.

A blue ribbon for first place, a red ribbon for second, was given to the squad winning these events, as well as promptness for squad formation at the bugle signal which was given between each event.

Luncheon at 12:30 again brought Mills, Stanford and California girls together by squads—not by colleges. Every one sang the songs of all three institutions. A victor's wreath was given to the captain of the squad winning the largest number of awards. More serious aspects of the day were emphasized in speeches of greeting given by the Dean of Women of University of California and the Chairman of their Physical Education Department. The President of the Women's Athletic Association of Stanford spoke on "The Spirit of Triangular Sports Day"; the President of Mills W. A. A. on "Values of the Sports Day"; and the President of the Association at the University of California, who with her committees had borne the burden of organization and hospitality, summed up the entire event.

A COMMUNITY RECREATION PLAY DAY

DEPARTMENT OF PLAYGROUNDS
2334 Fourth Avenue
SEATTLE, WASHINGTON

Bulletin: Junior Girls' Play Days

Th Girls' Play Day to be held Saturday, February 25th, at 10:00 A.M. sharp, at Collins Field House gym.

Sixteen girls allowed from each field. Collins, Hiawatha, Ballard, South Park and Alki. Each girl brings her own lunch and five cents for cocoa, to be collected by home instructress. Ages—10, 11 and 12, inclusive.

Field groups to be selected and arranged into 4 Team Groups upon arrival at Collins.

Program

1. Relays
   (a) Spot and want
   (b) Over and under—Volley Ball
2. Bombardment—(Elimination)
3. Line soccer
4. Long ball—2 innings
5. Lunch
6. Peanut hunt
7. Folk dance—Oxdansen
8. Group stunts—Charades, stage stunts, tableau, etc.
9. Posture Parade—Inter-field groups
10. Announcement of winners

(Games will be played on a competitive basis with mixed teams.)

Miss Eleanor Springer—Chairman of Program.

Committee on Games—Miss Mantz, Miss Noble, Miss Del Duca, and Miss Burkhard.

BEN EVANS,
Supt. of Playgrounds.

INDUSTRIAL PLAY DAYS

Chicago Girls' Athletic City-wide Play Day

June 9, 1928—2:00 to 9:00 P.M.

Organized by the Girls' Work Committee of the Chicago Council of Social Agencies

Purpose

1. To give an outlet for the natural and cultivated "love of play" that exists in many girls.
2. To stimulate participation in play for play's sake.
3. To give opportunity for play out-of-doors to as large a number of girls as possible.
4. To provide opportunity for friendly, social contact in play. (This does not develop out of the bitter fighting spirit which "team rooters" create and foster.)
5. To give the city, in general, an idea of the many organizations that exist, promoting athletics among young women.
6. To demonstrate what a "Play Day" is, and its possibilities as a regular event in the promotion of wholesome play and athletics.

The General Plan

At each park there will be a central stand for information where any girl or woman can ask where her sport is being practiced in that park. There will be representatives there from among our Girl Scouts, Girl Reserves and Camp Fire Girls, who will direct the girl to her sport equipment. There she will find some one who is capable of teaching her the game if she does not know it. This may be volley ball, archery, golf, tennis, or what not. Normal School students are volunteering to do this instructing. These activities will be set up from 2:00 o'clock until 8:00 o'clock. Groups are urged to bring picnic lunches for their suppers. One high school band will play in each park and there will be community singing while the daylight lasts. In Garfield Park we plan for a folk dance festival, bringing in the nationality groups to participate.

All emphasis is being put upon participation. However, the girl who has as yet no sport as a hobby is welcome to look on. We hope, thereby, to arouse her interest. Every effort is being

made to offer any girl the chance to do the thing she has always longed to do. The organization having the largest proportion of its members out for participation will receive honorable mention.

BERNICE AMANDA MILLER,
Director of Play Day.

REPORT ON MEETING OF PLAY DAY LEADERSHIP FOR CHICAGO GIRLS' ATHLETIC CITY-WIDE PLAY DAY

Publicity

There were more than fifty articles published in the city papers, in addition to what appeared in neighborhood and organization papers, which published an equal number or more.

Leadership

Those who had helped with the director in the parks realized that although the organization set up to take care of large numbers was adequate in materials, the leadership would have been inadequate if large numbers had attended. There were probably two factors which contributed to this: (1) *the fact that athletic leadership among women is still very inadequate everywhere,* and, (2) that Play Day came just coincident with so many other events of the same type; namely, the Daily News Annual Olympic Track Meet for Girls, which was held in Ogden Park, graduation of all physical education and normal schools, etc.

Definite Results

1. The idea of "Play for Play's Sake" was put before the public in a big way, and this can be built upon for future Play Days.

2. The response of park officials showed that they were as interested in this project of "Play for Play's Sake" as any of us, and were anxious to see it a success. The West Chicago Park Commissioners definitely gave preference on golf links and on all equipment. This was greatly appreciated by women, and made Play Day more successful in Columbus and Garfield Park in regard to golf. The committee felt that the parks could well prepare for more women in the less active sports, such as roque, horseshoe pitching, bowling and archery, and that whereas now the equipment for golf and tennis is so limited in comparison to the demand (although it is so much greater than most cities provide already),

nevertheless, the committee would urge the parks to make more provision for golf and tennis for women.

3. The many play possibilities which the parks afford were brought to the attention of thousands through publicity. An interesting incident here will illustrate. The Archery Club on Washington Park reported that twenty girls who had never shot before tried shooting the afternoon of Play Day, and on the following day one of the girls brought her father, mother and brother to see the club and they asked many questions about it. This family group was only one of the several who asked for information on the day after Play Day, which indicated that the interest in Archery had been stimulated and that more people than ever before knew that it was available to them.

4. The various clubs, such as Fly Casting, Archery, Bowling, Roque, etc., became more anxious to interest girls and women in their sport.

5. The Settlements felt that the social value in Play Day was very great for the business girls who take part in athletics in the settlements, since they met girls from other groups doing the same thing.

6. The unifying of forces along recreational lines which the Play Day organization has done, is one of the most valuable results of the project.

Suggestions for the Next Play Day

In addition to the suggestions on the date, the following were made in the course of discussion:

1. A continuous education throughout the year along recreational lines as to the value of "Play for Play's Sake" and an extension of play among employed women will prepare them for real participation in the plans and organization of Play Day. Such participation was recognized to be a necessity but we failed to secure it for this 1928 Play Day.

2. Some of the industrial groups felt that Play Day had come too suddenly, that the girls who had followed the Health Trail had known that there was a Play Day coming for three months, but the four weeks' notice given to industries and large numbers of groups through letters, etc., was not time enough. Newspaper publicity began with the first of May. It was the feeling that it takes a long time to get the older girls started and prepared for a new idea.

3. The industrial groups felt very strongly the need of some competitive events which would bring out the teams of industries with the followers of the teams. If a baseball game could be advertised, for instance, as betweeen the Western Electric and Commonwealth Edison Companies, this would start the afternoon and act much as a unifying event. Then, by means of megaphones, programs, etc., the people already gathered could be interested to attempt some sports themselves. This would probably work best if some preliminary information had been given out regarding the plan, so that people would come dressed and prepared to stay.

4. For Radio programs, it was suggested that just as we gave overtime definitely to Archery, it would be wise in the same way to describe and interest groups in other sports several weeks in advance. Definite information can be given by radio and through all publicity as to where girls can try archers, etc. The programs of sports published far in advance of the day itself and posted in industries, would also help girls to try out a new sport so as to be ready to take part in it on Play Day.

To Summarize the Discussion, we give the following three points:

1. What philosophy are we going to follow in another Play Day? Whether "Play for Play's Sake," or the competitive.

2. What type of girl can such a day be best adapted to, and how can we best appeal to her?

3. How can the Play idea be carried into groups of girls in industry and elsewhere so that they will be more prepared to understand a city-wide Play Day?

BERNICE A. MILLER,
Director of Play Day.

PROGRAM

SPORTS DAY AND PLAY DAY

AUSTIN, TEXAS

APRIL 7, 1928--Beginning at 4 o'Clock

Group	Place	Activity	Directors	Telephone No.
ADULT GROUP				
	Barton Springs	"Free" Swimming for all over 16 years of age	Mr. Roy Henderson	4274
	Barton Springs	Horseshoe Pitching Contests	Mr. Berry Whitaker	3603
Men Rotary Club Lions Club Kiwanis Club Y.M.B.L. Exchange Independent Teams				
Men and Women	Deep Eddy	"Free" Swimming for all over 16 years of age	Miss Janet Wood Miss Elizabeth Lewis	9181-27 9181-29
Men	Austin Athletic Club		Mr. Gillespie Stacy, Chm.	6074
		Tennis	Mr. Leo Brewer	23468
		Handball	Mr. Walter Fisher	6263
		Baseball (Lions vs. Rotary Club at 8 o'clock)	Mr. Ben F. Greig	21535
Men	Penick Courts	Tennis (Dual meet with A. & M. at 2:30)	Dr. D. A. Penick	22516
Men	Freshman and Faculty University Courts	Tennis (General play all afternoon)	Mr. Sam Fisher	6308
Men	Men's University Gymnasium	Handball	Mr. L. Theo Bellmont	3713
Men and Women	"Shut-Ins"	Automobile Rides	Miss Virginia Williams Y.W.C.A. and Y.M.C.A.	8255
Women	University Women's Sport Field	Hockey at 3:30	Miss Winifred Green	9181-27
Men and Women	Country Club	Golf	Mr. Harvey Penick	21841
Men and Women	Municipal Golf Links	Golf (all scores to be kept throughout day)	Mr. Tom Penick	6963
Men and Women	Independent Tennis Courts	Tennis	Miss Kitley Thatcher	7760
Men	Circus Grounds	Baseball	Mr. Warren Freund	6940
Women	American Legion Club House	Games at 5:30	Miss Leah Gregg, Chm.	23231
American Legion Auxiliary	American Legion Club House	Picnic Suppers at 6:30	Miss Jeannie Pinckney, Chm Mrs. I. A. Hayes Mrs. R. A. Swausch	3683 3194 3194
Altrusa Club			Miss Selma Streit	9135

Amateur Choral Club			Mrs. Joe James	7761
Nurses Association			Miss Etta Bush	9723
Business and Professional Women's Club			Miss Matilda Riesto	6523
University Faculty Women's Club.			Miss Terrill	4819
			Miss Wester	4819
Y.W.C.A. Staff and Families			Mrs. Alberta Wilkinson	22256
Hyde Park Reading Club			Mrs. Robert Hamby	7347
Public School and University Physical Education Teachers			Miss Edith Boys	9181-29
			Miss Helen Woodman	4018
Men and Women Church Groups		Picnic Suppers	Mr. John A. McCurdy	7710

PUBLIC SCHOOL GROUPS

Elementary Schools	Capitol Grounds	Free Play	Miss Willie Stephens	22043
Children under 3d grade and parents				
Girls 4, 5, 6 grades	Fulmore School Grounds	Mass Games and Baseball	Miss Bonnie Murray	8731
Boys 4, 5, 6 grades	House Park	Baseball	Miss C. Beal Evans	3717
High Schools				
Girls	University Women's Courts	Tennis	Miss Dorothy Markle	9181-27
Girls	University Women's Gymnasium	Volleyball	Mrs. W. H. Thomason	4476
Girls	Tenikoit Field	Tenikoits	Miss Katie Rae Hall	9181-27
Girls	University Women's Sport Field	Batball	Mrs. F. Twitchell	22868
Boys	Stadium	Free admission to the Relays at 2:30	Mr. Webb Connelly	4540
		Mass Games, Baseball and Track at 4:00		
Boys	Clark Field	Baseball	Mr. Harvey Williams	3291

STUDENTS ORGANIZATIONS			Miss Hilda Molesworth	9181-27
Boys	Boy Scouts	Mass Games in the morning—Public School program in the afternoon	Mr. Noel P. Amstead	22680
Boys	100 Boy Scouts	Guard Capitol Grounds	Mr.Lyman J. Bailey	7667
Girls	Girl Scouts	Public School Program	Mrs. T. I. Minter	4820
	Girl Reserves	Public School Program	Mrs. Marjorie Blakey	5916

STATE SCHOOLS

Girls	The State School for Blind	Games and Story Plays	Miss Clara Carlisle	4016
Boys	The State School for Blind	Games	Mr. J. W. Derr	23556
Boys and Girls	The State School for Deaf	Games	Miss Ruth Hornaday	6101
Boys and Girls	Austin State School (Feeble-Minded)		Miss Emma Roots	8072
Girls	Settlement Club House		Miss Alma Riley	22831
Men and Women	Confederates Homes	Outings		
Mexican children under 10	International Institute	Games	Miss Elizabeth Sizer	9135
Adults (Mexican)		Picnic Suppers and Games	Miss Edna Penticost	3031
			Miss Marie Meislahn	4702
Boys and Girls (colored)	Tillotson College	Field Day		
Adults (colored)	Churches	Picnic Suppers		

Planned by Miss Anna Hiss, Director of Physical Education for Women, University of Texas.

WITHDRAWN